

## A. Staff Management

Quality Indicator	Questions	Performance Level
The program's organizational structure is well-defined and sound. The program has a site coordinator to supervise and lead the daily program and personnel.	Is there a site coordinator employed at your site?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program has policies and procedures in place to ensure that staff members have prior experience, qualifications, and where applicable specialized training and/or certification.	How do you ensure program staff are qualified to work with children in educational settings?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Staff has competence in core academic areas for an afterschool environment.	<p>Do any of your staff have competencies in specific core academic areas?</p> <p>How does staff with specialized knowledge in a core academic area share their knowledge with staff who lack this same type of knowledge or skills?</p> <p>Do you have any systems in place that allow staff to share knowledge with their colleagues?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program volunteers are recruited, screened and trained effectively.	<p>Do you have any volunteers?</p> <p>In what ways are volunteers screened?</p> <p>What training do volunteers undergo?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program holds regular staff meetings with site coordinators and program staff.	<p>How regularly do you have staff meetings with other site coordinators?</p> <p>How regularly do site coordinators have staff meetings with their program staff?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

Quality Indicator	Questions	Performance Level
<p>Staff are trained in program policies/ procedures. Staff are aware of program goals and can explain the relationship of program activities to those goals.</p>	<p>Are program goals discussed during the beginning of year orientation?</p> <p>How do you orient new staff to these goals if they are hired during the regular school year?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The program assesses training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.</p>	<p>How do you assess the professional development needs of your staff?</p> <p>What are some of the Professional Development/training topics you have offered to your staff last academic year?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>Staff and volunteers are evaluated on a regular basis and given feedback for continuous performance improvement.</p>	<p>How are program staff and volunteers evaluated on their performance?</p> <p>How often do these evaluations occur?</p> <p>How do program staff receive feedback?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The program works with staff to achieve credentialing and accreditation where available.</p>	<p>How do you encourage program staff to obtain credentialing and accreditation when available?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The program makes efforts to retain quality staff, providing a consistent and stable staffing base for the program.</p>	<p>What methods/efforts are used to ensure knowledgeable and experienced staff are retained?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>

## B. Recruitment, Retention, and Atmosphere

Quality Indicator	Questions/Related Documentation	Performance Level
<p>The site has identified and is serving eligible students and their families in a manner <u>consistent with the approved grant application</u></p>	<p>Have you read the grant application for CCLC funding? Do you know which students your site purposed to target?</p> <p>Can you tell me a little about how you specifically target these types of students or families for service by your program?</p>	<p><input type="checkbox"/> 4- Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The site is conducting outreach to eligible participants.</p>	<p>How do you currently recruit students to attend the program?</p> <p>How have these recruitment strategies changed or evolved throughout the grant?</p> <p>Are recruitment strategies tailored to specific sites (e.g., elementary programs vs. middle/high school programs)?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The site makes ongoing efforts to retain students in the program.</p>	<p>How do you ensure that students who attend the program come on a regular basis?</p> <p>What efforts do you make to reach out to students/families who stop coming to the program?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.</p>	<p>Do you have specific student to staff ratios that you try to meet?</p> <p>How do you monitor student to staff ratios?</p> <p>What steps do you take to ensure ratio targets are met?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>Staff are supportive of youth and establish a caring environment.</p>	<p>Do staff know student's names?</p> <p>Do they greet students as they enter the program?</p> <p>Do staff take an interest in what children are interested in?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>

Quality Indicator	Questions/Related Documentation	Performance Level
<p>The program's hours, activity schedules, and locations are available, accessible, and meet the needs of the target population.</p>	<p>To what extent does your site adjust hours/activity schedules to accommodate the individual needs of students and families?</p> <p>Can you provide one example of this?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>
<p>Transportation is available to students who need it to participate in programming.</p>	<p>Do you offer transportation to students?</p> <p>What if a student wants to attend your program and transportation is not available?</p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p> <p><input type="checkbox"/> N/A</p>

## C. Relationship to the School Day

Quality Indicator	Questions	Performance Level
Program activities integrate and complement the regular school day.	Which program activities complement school day activities?	<input type="checkbox"/> 4- Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
School day curriculum is utilized after school.	How is the school day curriculum used after school?  How is curriculum that is used during the regular school day implemented in different ways after school?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program goals are aligned with district learning goals.	What are the goals of the program?  How do these relate to the district learning goals?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program staff are familiar with and implement common core standards after school.	Are program staff familiar with common core standards?  How are program staff trained on core standards?  How are core standards incorporated into programming? Are lesson plans developed? By whom?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The structure of after school is consistent with policies and procedures used during the regular school day.	Does the program include any structural elements that are consistent with the school day (behavior expectations, groupings of students, use of agenda books, etc.)?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

Quality Indicator	Questions	Performance Level
School day personnel are directly involved after school.	<p>How many teachers work directly for the after school program?</p> <p>What other school personnel are directly involved with the program?</p> <p>How do other teachers (who aren't directly involved in the program) support the program?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Communication with teachers occurs regularly through both informal and formal means.	<p>How frequently do you communicate with teachers in the school (not just those who work for the program)?</p> <p>What kinds of things have program staff done to communicate with teachers who don't necessarily work for the program?</p> <p>Who communicates with teachers? In addition to the site coordinator, how often do program staff communicate with teachers?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program staff attend relevant school meetings (school improvement plan meetings, faculty meetings, curriculum planning meetings, etc.).	Do staff attend faculty meetings, curriculum planning committee meetings, or other school meetings? How often?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Adequate school space is provided to the after school program to ensure youth can be broken into smaller groups.	<p>Does the after school program have access to numerous spaces at the school?</p> <p>Is the space provided adequate to meet the needs of the program?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program staff advocate for the use of additional school space as necessary.	How often do program staff request additional school space?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

Quality Indicator	Questions	Performance Level
The school provides necessary resources to be used after school (books, supplies, etc.).	Do school personnel allow program staff and participants to access necessary supplies?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program staff are invited to school trainings or utilize the expertise of teachers therein.	<p>Do teachers provide any training opportunities to program staff? If so, what kind and how often?</p> <p>How often are after school program staff invited to school training events?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The after school program informs relevant school staff of appropriate training opportunities school personnel might consider attending.	Have program staff invited school personnel to trainings offered through the BGC?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

## D. Variety of Activities

Quality Indicator	Questions	Performance Level
Program activities address the academic, physical, social and emotional needs of students by providing a majority of participants with not only academics, but diverse recreational, cultural, and resiliency building activities as well.	Do weekly schedules demonstrate a diverse blend of activities for youth to participate?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program activities are selected based on student needs and interests. Activities are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.	Are program activities based on student needs and interest?  Are students surveyed for input regarding what types of programming they would like?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program has an appropriate schedule, flow, and duration of activities, including a balance of structured and unstructured time, and time for social connections and community building.	What considerations have been included in the daily or weekly schedules to ensure flow from one activity to the next and a balance of structured and unstructured time?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program enables youth to explore resources and issues in their community through projects and activities, including service. Youth have opportunities to learn through experiential learning and real world contexts.	What kinds of activities are provided that allow youth to explore resources or issues within the community?  Are there opportunities for youth to learn through experiential or real world experiences? Examples of this:	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program accommodates students with special needs and encourages their participation in the program.	Approximately how many students who attend the programming are eligible for special education?  What kind of accommodations are made for these students during the after school program?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve



## E. Health and Safety

Quality Indicator	Questions	Performance Level
The program provides daily nutritional snacks during program operation.	What kinds of snacks/food are typically provided by the program?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program addresses any unique health needs of students that have been identified by the parents and/or the school	How does the program address any unique health needs of the students that are identified by the parent and/or school (i.e., food allergies, asthma, diabetes, etc.)?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	Do you have a copy of the procedures for student pick-up?  Have parents been notified of these procedures?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	Can you tell me where the emergency contact information for students is kept? Is this a secure location?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	Is there an emergency readiness plan?  Has this plan been distributed to parents?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

Quality Indicator	Questions	Performance Level
<p>If the program uses the Internet for academic or enrichment activities, the program avoids transmitting any material in violation of any U. S. or state regulation via the Internet. This includes, but is not limited, to copyrighted materials and threatening or obscene materials.</p>	<p>How is the safety of students ensured when they use the internet during program activities?</p>	<p><input type="checkbox"/> 4 – Excellent  <input type="checkbox"/> 3 – Meets Expectations  <input type="checkbox"/> 2 – Improvement is Suggested  <input type="checkbox"/> 1 – Must Improve  <input type="checkbox"/> N/A</p>
<p>Staff are trained in first aid and CPR and are familiar with current health, safety, and nutrition standards.</p>	<p>Are all staff certified in first aid and CPR?</p> <p>Are they trained in house or externally? When does this training occur?</p> <p>If this training is at the beginning of the year, how do other staff who might start employment later in the year obtain this training?</p>	<p><input type="checkbox"/> 4 – Excellent  <input type="checkbox"/> 3 – Meets Expectations  <input type="checkbox"/> 2 – Improvement is Suggested  <input type="checkbox"/> 1 – Must Improve</p>
<p>The program conducts all required fire/safety drills.</p>	<p>How often are emergency/fire/safety drills conducted during the after school program?</p>	<p><input type="checkbox"/> 4 – Excellent  <input type="checkbox"/> 3 – Meets Expectations  <input type="checkbox"/> 2 – Improvement is Suggested  <input type="checkbox"/> 1 – Must Improve</p>

## F. Partnerships

Quality Indicator	Questions	Performance Level
The program works in genuine collaboration with at least one partner to implement program services.	List of Partnerships (paid and unpaid)	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program regularly reviews the quality of partner services.	What does your program do to ensure partners provide quality programming to participants?  Do partners understand the goals of your CCLC program?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources.	What have you done to recruit/maintain community partnerships?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program holds regular partnership meetings that are more than administrative in nature, and that engage partners in collaboration and sharing promising practices.	How often does your program have meetings with community partners?  <input type="checkbox"/> Recent agenda for meetings with community partners	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program regularly communicates with parents through in-formal means (as students pick up children)	What do program staff do when parents arrive to pick up their children?  How often does the site coordinator (and other program staff) communicate with parents in this way?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
Program staff regularly communicate with parents through formal means (structured family events, newsletters sent home, email updates, notes sent about individual student progress).	Outside of pick-up time, how do staff communicate with parents?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve

Quality Indicator	Questions	Performance Level
<p>The program has an advisory board (comprised of community representatives, parents and students) that meets regularly to provide advice/feedback about program operations.</p>	<p>Do you have an advisory board?</p> <p>How regularly does the advisory board meet?</p> <p><input type="checkbox"/> List of Advisory Board Members</p> <p><input type="checkbox"/> Minutes from most recent meeting</p> <p>Does the advisory board consist of:</p> <p>1) Community Partners <input type="checkbox"/></p> <p>2) Parents <input type="checkbox"/></p> <p>3) School Personnel <input type="checkbox"/></p> <p>4) Business Sector Members <input type="checkbox"/></p>	<p><input type="checkbox"/> 4 – Excellent</p> <p><input type="checkbox"/> 3 – Meets Expectations</p> <p><input type="checkbox"/> 2 – Improvement is Suggested</p> <p><input type="checkbox"/> 1 – Must Improve</p>

## G. Measuring Outcomes

Quality Indicator	Questions/ Related Documentation	Performance Level
Evaluation findings are regularly and effectively communicated to staff, collaborators, parents, students, and other stakeholders.	<p>How are evaluation findings communicated to:</p> <ul style="list-style-type: none"> <li>• Staff?</li> <li>• Collaborators?</li> <li>• Parents?</li> <li>• Students?</li> <li>• Other stakeholders?</li> </ul>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	How does your program utilize data gathered through evaluation?	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve
The program identifies and shares promising practices internally and through after school networks.	<p>How does the program identify and share promising practices internally?</p> <p>How does your program contribute to the broader knowledge-base of after school programming in Indiana and beyond?</p>	<input type="checkbox"/> 4 – Excellent <input type="checkbox"/> 3 – Meets Expectations <input type="checkbox"/> 2 – Improvement is Suggested <input type="checkbox"/> 1 – Must Improve