

# Out-of-School Time Interim Task Force

Final Report • June 2012

The Interim Out-of-School Time (OST) Task Force believes Nevada should be promoting high-quality programs to meet the basic health and safety of children and youth while promoting positive youth development. OST programs—which occur in a range of settings—may not have the same goals nor look like traditional center-based child care programs. This presents a challenge for OST programs to meet current childcare licensing requirements.

## Recommendations for OST Programs

The OST Task Force has reviewed other state and national standards, as well as licensing regulations for school-age OST programs. The following are the Task Force recommendations for background checks, licensing, OST Quality Standards, pilot of OST Quality Standards, and an OST Quality Standard Committee, and an 18-month implementation timeline.

# Out-of-School Time Task Force

## Process

The 2011 legislative passage of Assembly Bill 362 gave school-age out-of-school time programs a temporary exemption from childcare licensing. In addition, an Interim Task Force was created to prescribe standards, make recommendation and implementation of the standards, make recommendations for a pilot program, and make recommendations concerning licensing of OST programs.

The members of the Task Force members reached out to those who they represented to seek input, attended meetings, and make recommendations. The Nevada Afterschool Network (NAN) supported the Child Care Licensing Unit to disseminate and gather feedback throughout the state regarding the information put forward by the OST Task Force. The OST Task Force meetings began in mid-December and were held approximately every three weeks. The meetings were open to the public and the public was asked many times for feedback regarding the recommendations. In addition, the Standards were located on the NAN website where the public could make comments and recommendations.

According to the Promising After-School Programs Study, a 2007 study of the effects of afterschool programs on nearly 3,000 low-income students at 35 high-quality afterschool programs across the nation, elementary school students who regularly attended the high-quality afterschool programs (alone or in combination with other activities) across two years demonstrated significant gains in standardized math test scores, compared to their peers who were routinely unsupervised during afterschool hours (2007).

# Task-Force Members & Meeting Attendance

## State Child Care Licensing Unit

- Representatives included: Melissa Faul, Latisha Brown and/or Nicole Nichol
- Attended 10 of 10 meetings

## Local Government Agencies attended

- Representative Molly Walt, Nevada Association of Counties
- Attended 4 of 10 meetings

## Nevada System of Higher Education

- Representative Magdalena Martinez, NSHE
- Attended 6 of 10 meetings

## Public Schools in the State of Nevada

- Representative Denise Benson, Washoe County School District
- Attended 9 of 10 meetings

## National nonprofit organization that provides services to children

- Beth Kolack, YMCA of Las Vegas (CHAIR of OST Task Force)
- Attended 10 of 10 meetings

## Nonprofit organization that provides services to children

- Julie Willis-Leon, I Have a Dream Foundation
- Attended 6 of 10 meetings

## Private, for Profit Organization

- Matt Schrade, LVVWD School's Out Program
- Attended 9 of 10 meetings

## Nonprofit organization that provides support to OST programs

- Danielle Bowen or Jackie Reilly, Nevada Afterschool Network
- Attended 10 of 10 meetings

## Agency that Provides resource and referrals to OST programs

- Jamie Burnett or Marty Elquist, The Children's Cabinet
- Jamie attended 1 of 8 meetings and Marty attended 2 of 2 meetings

## Faith Based Organization that provides services to children

- Reverend Robert Fowler
- Attended 0 of 10 meetings

## Parent members of school-age children

- Renee Caudill and Kelli Seals, Parents
- Renee attended 5 of 5 meetings and Kelli attended 7 of 10 meetings

## *Other Participants*

Thank you to the individuals that participated at the meetings or made comments on the Nevada Afterschool Network website to give their feedback regarding the standards and recommendations.

- Jackie Reilly, University of Nevada Cooperative Extension
- Maureen Avery, Creative Kids Learning Center
- Carol Levins, Creative Kids Learning Center
- Shauna Nelson, City of Sparks Parks and Recreation
- Rick Stevens, Boys & Girls Club of Truckee Meadows
- Kathy Ambrosio
- Paula Berkely, Food Bank of Northern Nevada
- Mrs. Mead
- Xanie Gann, City of Henderson
- Nikki Reed, Children’s Fitness Foundation
- Dulcinea Almazan, Boys & Girls Club of Las Vegas
- Alice LeDesma, Washoe County Child Care Licensing
- Hal Hansen, Boys & Girls Club of Western Nevada
- Sally Ihmels, City of Henderson
- Regina Mullins, NELLIS
- Danielle Holmes, The Children’s Cabinet
- Kaylynn Ogden, The Children’s Cabinet
- Terri Barber, City of Henderson
- MaryEllen Donner, City of Henderson
- Adam Jimenz, Boys & Girls Clubs of Las Vegas
- Gary Vause, Little Scholar Academy Nevada
- Shelly Gullota, Clark County Parks & Recreation

# Out-Of-School Time (OST) Programs

Out-of-School Time (OST) programs operate ten hours or more per week on an on-going basis serving ages (K-12) children. OST programs provide regularly scheduled, structured and supervised activities where learning opportunities take place outside the typical school day. OST programs may occur before school, after-school, weekends, during seasonal and track breaks and holidays.

OST programs provide multiple activities. In this definition OST programs do not include single focused activities such as religious education classes, music lessons, sport leagues, tutoring, or school-based clubs. These single focused activities serve an important purpose but are not defined as OST programs.

## Components of OST Programs

### Settings

OST programs include private and public programs operating in a variety of settings. Program settings include public facilities such as schools, libraries, parks and recreation or community centers, colleges and universities, as well as private facilities. Providers include school districts, municipalities, and national not-for profit organizations, local not-for-profit organizations, faith based organizations, and for-profit agencies.

### Funding & Support Mechanisms

OST program funding differs across the state depending on the needs and demographics of the community being served. Programs may or may not charge a fee. Sources of program funding may include: tuition fees; federal, state and local grants; donations from businesses, foundations, religious affiliations, individuals' donors; as well as non-monetary donations.

### Activities

OST programs deliver activities to promote positive youth development which may include but are not limited to the following: academic support; educational enrichment; STEM (science, technology, engineering and math), cultural and social development, recreation, sports, fitness and wellness, performing arts; tutoring and homework services, civic engagement, leadership skills, career exploration; service learning, college preparation, and development of the whole child.

### Staff

OST programs require support staff with a variety of job titles and job descriptions. With the exception of administrative staff, most OST staff members are part-time and/or seasonal. Direct-line staffing may include: site leaders/program coordinators, youth development workers, youth workers/leaders, instructor, teachers, college students, recreation leaders/specialist, teacher assistants, childcare worker, as well as student workers (high school students) and volunteers.

## Challenges for OST Programs in Nevada

The challenges that school-age OST Task Force have in regards to OST program regulations include:

- Crafting regulations that are flexible enough to apply to the wide range of OST programs,
- Determining which regulations should apply to specific programs,

- Determining staff qualifications requirements,
- Developing child-staff ratios based on activities that are offered and by what type of staff,
- Applying regulations to various program activities as they relate to the space and conditions,
- Determining how the standards would apply to certain programs and settings,
- Acknowledging barriers that some programs face,
- Determining physical space requirements,
- Determining if providers have authority over the space that they operate in,
- Determining if regulations be tied to all children or specific ages,
- Assessing activity requirements and which support positive youth development,
- Developing statewide quality standards that apply to OST time programs, and
- Addressing the perspectives of multiple sponsors and purposes of afterschool programs.

The state licensing requirements originally were developed to meet the needs of younger children, mostly from birth to age five, in center and home-based settings. The regulations that are designed with the younger population become more complex to adapt for OST programs. The Task Force Members and those who participated in the meetings have come to the conclusion that the standards should be used in a pilot program to develop appropriate guidelines for school-age children and youth.

# Task Force Recommendations for School-Age (K-12) OST Programs

The OST Task Force members have reviewed other state and national standards, as well as licensing regulations for school-age OST programs. The following are the Task Force recommendations for background checks, licensing, further development of OST quality standards, pilot of OST Quality Standards, and an OST Quality Standard Committee, and an 18-month implementation timeline.

## Background Checks

Background checks: All organizations must do a background check to exclude those who have a criminal record involving children's safety. Guidelines and exclusions for employment will follow NRS 432A.170. Organizations background checks must meet the following criteria of either A or B:

A: Organizations must have criteria and standards for background checks in place approved by the Bureau of Child Care Services.

B: If an organization does not have this criteria or process in place they must complete background checks through a larger organization approved by the Bureau of Child Care Services.

Proposal to the LCB Director and Governor in regards to Out-of-School Time Programs:

- The Out-of-School Time Task Force recommends that the above-mentioned Quality Standards be piloted in a variety of OST Programs throughout Nevada. We recommend that these pilots are tracked and documented. Results are to be reported to a follow up Task Force.
- The Out-of-School Time Task Force does not recommend that at this time the Bureau of Child Care services regulate Out-of-School Time Programs.

The OST Time Task Force recommends the creation of a follow up task force or group to review evidence found through the pilot of Quality Standards OST Programs.

## Licensing

It is recommended at this time that OST programs remain temporarily exempt from childcare licensing until the end of the pilot programming (February 2014). It was determined that a framework does not exist for school-age programs to effectively create regulations that would ensure quality programming. Instead, it is recommended that quality standards, as defined by the Task Force, are piloted in a variety of programs and tracked by an OST Quality Standards Committee. The Committee will put forward recommendations for regulations of OST programs to the Governor and Legislative Council Bureau by March 1, 2014 (see recommendations on Quality Standards and OST Quality Standards Committee below).

In regards to the Nevada Administrative Code (NAC), the following regulations will be a priority in the OST Quality Standards Pilot:



- **Program Ratios:** Out-of-School Programs will follow a 1 staff : 20 participant ratio.
- **Indoor Space Usage:** It is not recommended for OST Programs to be required to provide a certain square footage of space per child. However, it is recommended that OST programs do properly use space in accordance with program activity and provide proper equipment for the amount of participants in the program.
- **Outdoor Play Space:** It is not recommended for Out-of-School Time Programs to be required to provide a certain square footage of enclosed, shaded space per participant. However, it is recommended that OST programs do properly use space in accordance with the activity. It is also recommended that proper equipment is maintained and checked regularly for safety. When shade structure is not available, OST programs must provide participants with an option to be inside or outside.

## OST Quality Standards

The OST Task Force has spent the last six months reviewing other state and national standards for school-age OST programs. The Task Force has determined the OST Standards will include components in the following areas (I) Human & Community Relationships, (II) Health, Safety & Security, (III) Program Management, (IV) Diversity & Inclusion, (V) Professional Development, and (VI) Environment & Curriculum. The OST Quality Standards are included at the end of this document.

The OST Task Force has determined that there are many types of OST programs that maintain different elements of the drafted OST school-age standards. The opportunities for staff professional development for OST programs is limited and not linked directly to the school-age standards. The opportunity to educate program staff, school administration, and parents is crucial to guiding programs to increase quality and link opportunities for student success beyond the traditional school day.

## OST Quality Standards Pilot

The OST Task Force recommends that the Quality Standards be piloted in a variety of OST programs. This pilot of the OST Standards will take place in a variety of OST programs (a minimum of 12 programs representing north, south and rural Nevada). All OST organizations will be encouraged to participate in the pilot. OST programs participating in the pilot will agree to track and report the implementation of the standards in their programs. The minimum amount of time to participate in the pilot should be no less than 6 months. The pilot of programs will include but not be limited to the following types of programs:

- School Districts
- For Profit
- Small Non-Profit
- National Non-Profits
- Faith Based
- Rural
- Programs for Older Youth

The pilot of standards will allow the committee members and OST programs the opportunity to enhance the standards by developing a self-assessment tool, develop observable evidence examples and build outcomes for each of the standards. In addition, the process will allow piloting programs the opportunity to align the standards with national Quality Rating Improvement Standards (QRIS) and Competencies that many states and national funders are utilizing.

## OST Quality Standards Committee

It is recommended that an OST Quality Standards Committee be formed to monitor and make further recommendations as a result of the pilot project. During the pilot process, the OST Quality Standards Committee will collect information about which types of programs are implementing which standards. The Committee will meet approximately once a month for 18 months. Committee members must be willing to provide additional support toward the Committee between meeting dates. The OST Task Force recommends that the Committee complete the following work; however, the Committee may modify these objectives based on their work and progress:

- Create protocols for the implementation of the pilot the OST Standards in a variety of OST programs (a minimum of 12 programs representing north, south and the rural Nevada),
- Review the implementation process of the standards and make recommended changes as needed,
- Educate program staff, school administration, and parents regarding the OST Quality Standards and why standards are important in achieving student success,
- Create a self-assessment tool for programs to utilize that has specific indicators linked to the OST Quality Standards. The tool will include observable evidence examples and specific outcomes for each of the standards that will be linked to quality and expanded learning opportunities. The tool will also help OST programs identify areas for improvement, and
- Determine appropriate regulations for OST programs.

Communications with committee members will take place in person, phone, videoconference, or through e-mail or other on-line options. The OST Quality Standards Committee will have support and guidance from the State Childcare Licensing Division and Washoe County Licensing Division.

It is recommended that the committee be composed of a minimum of 13 and maximum of 15 representatives; some of the original OST Task Force members and some new members. It is also recommended that the individuals are chosen based on their work within the OST field and their willingness to commit to the 18-month plan (see timeline below). The Task Force also recommends that a faith-based organization and at least two parents from different regions in Nevada participate on this committee. At this time, individuals who stated that they would be willing to participate on the OST Quality Standards Committee are:

- Mike Wurm, Representing all Boys & Girls Clubs in Nevada
- Denise Benson, Representing Public Schools in Nevada
- Magdalena Martinez, Representing Nevada System of Higher Education
- Carol Levins, Representing For-Profit OST Programs
- Danielle Bowen, Representing Non-Profit Supporting OST programs

- Beth Kolacki, Representing National Non-Profits
- Marty Elquist, Representing agency that provides OST Resource & Referral
- Jackie Reilly, Representing University of Nevada Cooperative Extension
- Julie Willis-Leon, Representing small non-profits
- Renee Caudill, Representing parents
- Shaun Griffin, Representing Rural programming
- Shelly Gullota, Representing County Parks and Recreation Programs
- Molly Walt, Representing Local Government Agencies

Support from the Childcare Licensing Departments has been agreed upon from:

- Melissa Faul, State Childcare Licensing
- Alice LeDesma, Washoe County Licensing

## 18 Month Implementation Timeline

The OST Task Force is suggesting the following timeline that would begin August 2012 and end February 2014. The Quality Standard Committee will review the timeline and tasks to determine the process of implementation.

### August—September 2012

- Release of the OST Quality Standards
- Target and Contact programs to participate in the pilot study
- Review national self-assessment tool that programs can use to document the various components of the Standards
- Provide resources on implementing the OST Quality Standards.

### October—January 2013

- Provide resources on implementing the OST Quality Standards.
- Adopt a statewide assessment tool aligned with the OST Quality Standards
- Programs will complete the self-assessment tool for their program and give information to the Committee
- Committee members continue to review national initiatives for school-age programs to align with standards, professional development and assessment tools

### January—June 2013

- Committee members will review each of the six standard areas with the programs that are participating in the pilot and make recommended changes/additions to the standards
- Review and edit the assessment tool through the process
- Target and contact programs that offer summer break programs to participate in the OST pilot
- Educate parents, programs & public on the pilot progress and the OST Quality Standards
- Summer break programs will start the self-assessment tool

### June—September 2013

- Pilot the latest version of School-Age Standards for summer break programs
- Educate parents, programs & public on the pilot progress and the OST Quality Standards
- Continue to review, monitor the pilot programs to determine standards and the assessment tool, and identify which standards should or should not be regulated

### September—December, 2013

- Make recommendations regarding which standards should or should not be regulated
- Determine how programs are going to continue to strive for high quality

### January—February 2014

- Edit and recommend state standards for OST programs based on the pilot programming, national movement towards quality, and effective programs
- Determine regulatory guidelines for OST programs to align with increasing quality programming
- Determine the needs and gaps of services and support
- Submit the final report to LBC and the Governor for implementation of the OST Standards and / or regulations

## What are Quality Standards?

Quality programs result in positive outcomes for children and youth in school age programs. Quality standards and indicators capture the practices that have been demonstrated, through research and best practices that lead to quality programs.

The Standards are designed to describe the current best practices in OST time programs for children and youth between the ages of five to 18.

- Provide common language for all stakeholders across the state.
- Guide for practitioners, parents, participants, funders and policymakers to what quality should look like in out-of-school time programming.
- Be all inclusive; acknowledge the diversity in programming across the state of Nevada.
- Allow for continuous discussion regarding the status of OST programming and identify the next steps for the future of out-of-school time programs in Nevada.

### What are the Goals for Quality Standards?

- Broadly define what quality out-of-school time programming looks like.
- Serve as a foundation for decision and practices in all settings and programs.
- Establish a set of standards that support the professionalization of the child and youth development field.
- Developed based on documented research and effective practice.
- Provide an ongoing framework to advance the field and the quality of programs offered.

### Who are Quality Standards for?

Quality Standards are for OST programs that work with children and youth in group settings, where children participate on a regular basis, and where the goal of the program is to support and enhance the overall development of the child. Some examples of these programs are: private, for-profit, faith-based, school districts, non-profit programs serving children during out-of-school time hours (before, after, breaks and holidays).

### How Can Quality Standards be Used?

- Assess the quality of the program through self-assessment and determine areas to work on for quality improvement.
- Identify specific areas of need for future professional development training and education.
- Assist higher education and training institutions in coordinating and designing course content.
- Develop and implement federal, state and local policies that will enhance the professionalism of the field.
- Create a framework for schools, communities and programs to determine what a quality OST program looks like and how it can have positive results for children and youth.
- Tool for parents/guardians and youth to identify quality programming.

# OST Quality Standards for Nevada

## I. Human and Community Relationships

A quality program fosters relationships by developing them intentionally and carefully. Relationships build the positive foundation for healthy social and emotional development.

### **A. Quality programs develop, nurture and maintain positive relationships and interactions among staff, participants, parents and community.**

1. Staff respects and communicates with one another and models positive adult relationships.
2. Staff interacts with families in a comfortable and welcoming manner.
3. Staff communicates with families concerning the wellbeing of the children & youth.
4. Staff partner with schools and other agencies that benefit children & youth.
5. Staff interacts and responds appropriately to the individual needs of the children & youth with acceptance and appreciation.
6. Staff uses positive guidance techniques with children & youth.
7. Staff creates an environment where children & youth feel emotionally and physically safe and are able to receive support from a caring adult if needed.
8. Staff is engaged with children & youth.
9. Staff makes children & youth feel welcome and comfortable.

### **B. Quality programs provide opportunities for children & youth to actively participate in positive relationship development.**

1. Children & youth are treated with respect and listened to what they are saying.
2. Children & youth are encouraged to interact with each other in positive ways.
3. Children & youth are encouraged and guided to take leadership roles without staff taking control.
4. Children & youth are supported and guided to take their own initiative to make informed and appropriate choices.

### **C. Quality programs establish strong partnerships with families and communities to fully support children and youth.**

1. Program utilizes school and community resources.
2. Program provides families with information about community resources.
3. Program provides opportunities for interactions with families and school to fully support children & youth. Program provides opportunities for interactions with families and school to fully support children & youth.
4. Program has policies to ensure family involvement and communication.

## II. Health, Safety and Security

A quality program focuses on the health, safety and security of the children and youth. Quality Programs ensure that children, youth and families feel comfortable and safe within the program structure.

**A. Quality programs have written policies and procedures that are provided to staff and families that promote the health and well being of staff, families, children and youth.**

1. Provides a welcoming environment that safeguards and promotes the health and safety of children and youth.
2. Program has a policy that promotes healthy snacks/meals and water is easily accessible to children and youth. If serving snacks/meals the programs must meet the guidelines for United States Department of Agriculture Standards, as well as, local & state guidelines for food preparation and service.
3. Program has policies and procedures that staff are trained on to ensure the cleanliness of the environments that youth come in contact with.
4. Program has a health policy to include but not limited to medication distribution, immunizations, dietary restrictions, allergies or other health concerns, and also regulations that prevent the spread of illness (including hand washing).
5. Program has a wellness policy that promotes good nutrition, nutrition education, and physical activities.
6. The program encourages a schedule that has a balance of activities that may include active and quiet activities, large group, small group and individualized activities.

**B. Quality programs have written policies and procedures that are provided to staff and families that ensure the safety and well being of staff, families, children and youth.**

1. Program has procedures in place for emergency preparedness including drills and safety plans.
2. Maintains accurate and accessible records of children and youth. Staff are made aware of any special health needs of children.
3. Internet safety procedures are in place if appropriate.
4. Staff is trained in first aid and CPR; safety equipment is accessible.
5. Program has training and procedures for recognizing and reporting suspicion of child abuse/neglect, bullying, and suicide prevention.
6. Staff supervises children and youth according to their abilities, ages, and needs.
7. Staff makes daily inspections of grounds, facility, and equipment for potential hazards and safety hazards are corrected.
8. Program has policies to address safety issues both on and off-site relative to programming.
9. Program has health permits as required by local State, and or County agencies.
10. Medicines and hazardous materials are identified as such and kept in a secured and locked place away from children/youth.

**C. Quality programs have written policies and procedures that are provided to staff and families that ensure the security of staff, families, children and youth.**

1. Program has procedures in place to manage arrival, dismissal, and pick-up procedures including written parent acknowledge and permission
2. Program has policy that addresses security and safety procedures for both on and off-site, including transportation. (First aid kits, emergency contacts and release information).
3. Procedures are in place for staff to track participant's movements from one location to another.
4. Staff supervise and are identifiable to children and youth at all times.

### III. Program Management

A quality program has a vision/mission and a plan for increasing capacity that supports continuing growth.

**A. Quality programs have a defined infrastructure that supports intentional planning and ensures smooth program operations. The program procedures that includes the following items:**

1. Program has a system for the collection of attendance data.
2. Program has clear participant behavioral and performance expectations.
3. Program maintains all required documents.
4. Program has complete enrollment information on all children and youth.
5. Program has necessary insurance, licenses and complies with all government mandates.
6. Program has sound fiscal management including a budget and fiscal tracking system.
7. Program maintains a posted activity schedule.
8. Program has goals and objectives.
9. Program has written policies and procedures that are provided to participants, staff, and parents.
10. Program planning involves staff, families and participants.
11. Program has a system for program evaluation that includes all stakeholders.
12. Programs determine staff levels of responsibility that includes: program designated staff to administer the program, oversee its daily operations, and to supervise children and youth.

**B. Quality programs provide positive working conditions for staff and supervision, support and feedback. The program has procedures that includes the following items:**

1. Administration has systems and procedures in place to communicate regularly with staff.
2. Administration has determined salary structure and benefits for their program staff.
3. Administration recruits, hires and retains program staff who reflects the diversity and culture of the community in which the program operates.
4. Administration has sufficient staff to maintain required staff/participant ratios to meet the needs of children and youth.
5. Administration ensures that all staff are professionally qualified to work with children and youth.
6. Administration ensures that staff have received a comprehensive orientation, written policies and procedures, are trained on program procedures and are encouraged to seek support.
7. Administration supports regular staff meetings.
8. Administration provides continuous supervision and feedback including written periodic performance evaluation, which may include a self-assessment tool.

### IV. Diversity and Inclusion

A quality program respects and supports the diversity of the children, youth and families. A quality program seeks opportunities to be a part of the larger community and to embrace the strengths of all of the participants.

**A. Quality programs have written policies and procedures provided to staff and families, that ensure the inclusion of children and youth regardless of developmental needs or cultural background.**

1. Program has program related materials that are culturally sensitive and anti-bias.



2. Program policies and services are inclusive to all populations based on reasonable accommodations.
3. Program has materials that are usable by children with a wide range of abilities or special needs.
4. Families and other stakeholders participate in creating program's policy.

**B. Quality programs have written policies and procedures provided to staff and families that promote opportunities for acceptance, celebration and inclusion of all families, children and youth in the program.**

1. Program and staff are sensitive and responsive to the special needs, culture and language of families and participants.
2. Staff provides opportunities for children and youth to express their ideas, concerns and opinions.
3. Staff demonstrates sensitivity to cultural and individual values in family systems.
4. Program environment, both indoors and outdoors when applicable, is accessible to all children and youth served.

## V. Professional Development

A quality program has staff with both the academic and experiential knowledge that is needed to successfully do their job. On going recruitment and development plans ensure that staff has the required credentials and knowledge to meet the needs of the children and youth in their programs.

**A. Quality programs have written policies and procedures provided to staff and families that promote and support ongoing staff professional development.**

1. Program has a plan for staff development. Staff will receive ongoing supervision and feedback as related to training and professional development implementation.
2. Program complies with applicable state training regulations.
3. Staff is encouraged to become members of a professional development organization.
4. Administration provides staff with training relevant to their job to include but not limited to: child health and safety, child abuse and neglect, bullying, First Aide/CPR, conflict mediation, guidance and discipline, age appropriate expectations, Americans with Disabilities Act Compliance, employee rights, and employee safety.
5. Supervisors and administrators receive training in program management, staff supervision, and employee evaluation.
6. Staff receives ongoing supervision and feedback that includes written performance reviews on a timely basis. Staff receives ongoing feedback as related to training and professional development implementation.
7. Regularly scheduled staff meetings are held to review policies and procedures and provide updates as needed.

## VI. Environment and Curriculum

A quality program provides a wide range of activities and experiences that support all stages of physical, social and cognitive growth and development.

**A. Quality programs support staff efforts to plan and implement intentional program activities.**

1. Staff is provided with adequate resources and time for planning.
2. Staff supports the program and individual goals.
3. Staff has adequate space to implement planned activities.
4. Program has a plan to align academic goals with Common Core State Standards and District Improvement Plans.

**B. Quality afterschool programs provide an environment and curriculum for children and youth that support their physical, social and cognitive growth.**

1. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, and recreational and academic development.
2. Program has access to program space that allows for a wide variety of activities with equipment that is appropriate for the age of the participants.
3. Program provides ongoing assessment of the progress of program, children and youth's goals.

**C. Quality programs provide an environment and curriculum that engages all children and youth regardless of their language, culture, and ability.**

1. Children and youth are encouraged to take ownership of the program space.
2. Children and youth have opportunities to participate in quiet and active activities each day.
3. Children and youth are given opportunities to problem solved and negotiate difficult situations with peers.