

# Job Description, Standards of Performance & Performance Evaluation for the Children's Choice School-Age Care Site Program Director

Name: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Hours Worked: \_\_\_\_\_

Date of this Evaluation Meeting: \_\_\_\_\_

- 6 month
- 1 Year
- 18 month
- \_\_\_\_ Annual

Date of Follow-Up Meeting: \_\_\_\_\_

Date of Next Evaluation: \_\_\_\_\_

## Checklist:

- \_\_\_\_\_ Evaluation Signed & Dated
- \_\_\_\_\_ Feedback from Staff
- \_\_\_\_\_ Goals Submitted
- \_\_\_\_\_ Points Tallied

## Comments:

Pay adjustment implications: \_\_\_\_\_

Effective Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

# Site Director Qualification Levels

## **A (Accreditation):**

- Is at least 21 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field
    - AND six months experience
    - AND six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - Bachelor's Degree in an unrelated field,
    - AND one year of experience
    - AND nine credit hours
      - child youth and development (3)
      - other areas related to afterschool programming (6)
  - AA degree or two years of college in a related field or equivalent certification,
    - AND eighteen months experience
    - AND nine credit hours
      - child and youth development (3)
      - other areas related to afterschool programming (6)

## **B:**

- Is at least 21 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field **AND**
    - six months experience

**OR**

    - six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - Bachelor's Degree in an unrelated field **AND**
    - one year of experience

**OR**

    - nine credit hours
      - child youth and development (3)
      - other areas related to afterschool programming (6)
  - AA degree or two years of college in a related field or equivalent certification **AND**
    - eighteen months experience

**OR**

    - nine credit hours
      - child and youth development (3)
      - other areas related to afterschool programming (6)

## **C (Basic Licensing):**

- Is at least 21 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field
    - AND 1 year of experience
  - AA degree or 2 years of college
    - AND 2 years of experience working with school-age children
  - High School diploma or GED
    - AND 3 years of experience working with school-age children

**Documentation:**    Attached    On File

I. General Function:

The After School Site Director is responsible for the general administration and operations of an individual SAC program site, according to the Children’s Choice mission, philosophy and standard of quality. Site Directors supervise the afterschool staff, communicate with families, build relationships with the school staff and faculty, and oversee all program activities. Site Directors typically lead the Assessing and Recognizing School-Age Care Quality (ARQ) Accreditation Teams (parents, faculty, staff, and children who evaluate the program according to national accreditation standards of quality).

II. Standards of Performance:

1. ***ENSURES the health, safety, and nutrition of children, youth, and staff of the program.***



**Level One (Required Field): 5 Points**

- Knows and meets state health and safety requirements.
- Staffs program at a 10:1 child to adult ratio and never exceeds 15:1 child to adult ratio.
- Varies ratios according to children’s ages and abilities.
  - For groups of children ages 6 and older, the ratio is between 8:1 and 15:1.
  - For groups that include children younger than the age of 6, the ratio is between 6:1 and 10:1.
- Ensures group sizes do not exceed 24 children except during low movement/low risk activities such as watching a performance or participating in a program-wide meeting or assembly.
- Has a plan to provide adequate staff coverage in emergencies.
  - Uses substitute staff members to maintain a 15:1 ratio when regular staff members are absent.
- Positions self to see the maximum amount of children in the program while interacting with children, staff, or families.
- Knows where all other staff are and what they are doing.
- Knows where all children are and what they are doing.
- Supervises children appropriately, according to children’s ages, abilities, and needs.
- Leads groups of children when in transition; children do not run ahead.
- Uses Indoor and Outdoor Safety Checklists in spring, autumn, and summer and files in the licensing book AND
  - ensures there are no observable safety hazards in the program space via fixing them, removing them, or completing a work order to have them fixed.
  - ensures staff protects children from safety hazards such as the following: caustic or toxic art & cleaning materials, medications, hot liquids, and overexposure to heat or cold.
- Is aware of the location of all children in their area of supervision and can monitor safety.
- Is aware of and approaches any unknown persons in area of supervision.
- Ensures playground equipment is consistently used in the appropriate way in which it was designed to be used.
- Notifies and discusses safety concerns affecting the community with families.

**Trains, informs, supervises, and empowers staff so that:**

- Ensures systems are in place and are followed correctly by all staff to protect children from harm, especially as they move from one place to another.
- Staff consistently follow check-in and check-out procedures.
- Staff note when children arrive, when they leave, and with whom they leave.
- Staff properly and consistently follow PM no-show procedures.
- Staff know and consistently follow missing child procedures
- Staff know and consistently follow emergency procedures and complete accident reports.
- Staff know and consistently follow field trip risk management procedures.
- Staff know the location of first aid kit, fire extinguishers, fire alarms, and other emergency equipment.
- Staff ensure children are carefully supervised and are in direct view at all times, unless using the restroom, to maintain safety.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 24 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two (Required Field): 5 Points**

- Ensures adequate supplies are available for hand washing.
- Ensures drinking water is available at all times.
- Ensures children wash their hands each time before eating, after picking up trash, etc.
- Ensures the amount and type of food offered is appropriate for ages and sizes of children.
- Ensures food preparation area, microwave, serving containers and utensils, and snack area tablecloths are kept clean and sanitary.
- Ensures fresh produce or breads are served for snack while they are still fresh.
- Times snacks and meals appropriately for children.
- Ensures that ill children are separated in order to prevent the spread of communicable disease.
- Notifies and discusses health concerns affecting the community with families.

**Trains, informs, supervises, and empowers staff so that:**

- Staff respond appropriately to children’s basic needs (thirst, hunger, restroom, etc.)
- Staff allow children to meet their physical needs in a relaxed way.
- Staff refrain from using food as a reward or bribe or withholding or restricting food as a punishment.
- Staff wash hands frequently, especially after using the restroom and before preparing food.
- Staff follow snack calendar and are able to prepare a healthy snack which includes 100% juice, 2% milk, and a choice of two food group items, maximizing items from the grain, fruit, and vegetable groups and minimizing sweets and fats.
- Staff is responsive to the individual health needs of children.
- Staff are certified and properly follow CPR, First Aid, and medication dispensing procedures.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Three: 5 Points**

- Ensures staff ratios and group sizes are smaller when children are learning a new or difficult skill or during activities with higher risk levels.
- Ensures staff coverage is increased in an activity area based on an increase in the number of children in that activity area and/or an increase in the risk level of the activity.
- Plans ahead for strategies to lessen risk during higher risk activities.
- Focuses attention on the behavior of the children and address behaviors that pose a risk to their safety.
- Discusses, formally or informally, good health habits with children.
- Discusses, formally and/or informally, safe behaviors and habits with children.
- Plans activities that protect and enhance the safety and/or health of the children and their families.
- Arranges for presentations &/or field trips to protect and enhance the health, nutrition, &/or safety of children in the program.

**Trains, informs, supervises, and empowers staff so that:**

- Staff know and take initiative to meet state licensing health and safety requirements.
- Staff ensures program & indoor and/or outdoor program space does not exceed a 15:1 ratio at any time.
- Staff use Indoor and Outdoor Safety Checklists in spring, autumn, and summer AND
  - ensure there are no observable safety hazards in the program space via fixing them, removing them, or completing a work order to have them fixed.
  - protect children from safety hazards such as the following: caustic or toxic art & cleaning materials, medications, hot liquids, and overexposure to heat or cold.
- Staff supervise children appropriately, according to children’s ages, abilities, and needs.
- Staff closely supervise high-risk activities.
- Staff position themselves to see the maximum amount of children in the program while interacting with children, staff, or families.
- Staff acting as gatekeepers keep clip system accurate at all times.
- Staff lead groups of children when in transition; children do not run ahead.
- Staff are aware of the location of all other staff on duty.
- Staff know where children are and what they are doing.

- Staff are aware of the location of all children in their area of supervision and can monitor safety.
- Staff notice and approach any unknown persons in their area of supervision.
- Staff ensure playground equipment is consistently used the appropriate way in which it was designed to be used.
- Staff ensure adequate supplies are available for hand washing.
- Staff make drinking water available at all times.
- Staff ensure children wash their hands each time before eating, after picking up trash, etc.
- Staff ensure food preparation area, microwave, serving containers and utensils, and snack area tablecloths are kept clean and sanitary.
- Staff consistently focus attention on the behavior of children so as to notice when their health may be in question.
- Staff know and/or remind children of parent's expectations concerning active play restrictions, weather and outer-clothing restrictions for outdoor play.
- Staff suggest and plan new snack items to enhance the health of children.

**Creates and maintains an environment which informs and empowers children so that:**

- Children consistently follow systems that are in place to monitor their safety (clip system, notifying gatekeeper, etc.) with little to no reminding from adults.

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 29 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Four: 5 Points**

- Takes initiative to ensure indoor &/or outdoor program space exceeds state health and safety codes.
- Supplements menus with items that represent and respect cultural diversity of the community and food limitations of individual children.

**Trains, informs, supervises, and empowers staff so that:**

- Staff focus attention on the behavior of the children and address behaviors that pose a risk to their safety.
- Staff ensure staff coverage is increased in an activity area based on an increase in the number of children in that activity area and/or an increase in the risk level of the activity taking place in that area.
- Staff discuss, formally or informally, good health habits with children.
- Staff plan ahead for strategies to lessen risk during higher risk activities.
- Staff discuss, formally and/or informally, safe behaviors and habits with children.
- Staff arrange for presentations &/or field trips to protect and enhance the health, nutrition, &/or safety of children in the program.
- Staff plan activities that protect and enhance the safety and/or health of the children and their families.
- Staff notify and discuss health &/or safety concerns affecting the community with families.

**Creates and maintains an environment which informs and empowers children so that:**

- Children consistently use the playground equipment in the appropriate way in which it was designed to be used.
- Children avoid dangerous situations.
- Children wash their hands before eating, without being asked by an adult.
- Children suggest healthy snack items.
- Children prepare healthy snack items.

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 15 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 5 Points**

**Trains, informs, supervises, and empowers staff so that:**

- Staff take initiative to ensure indoor &/or outdoor program space exceeds state health and safety codes.
- Staff supplement menus with items that represent and respect cultural diversity of the community and food limitations of individual children.

**Creates and maintains an environment which informs and empowers children so that:**

- Children stay behind a SAC teacher while in transition without being reminded by an adult.
- Children notify staff when there is not adequate hand washing supplies.
- Children discuss, formally and/or informally, safe behaviors and habits with each other.
- Children plan activities that protect and enhance the safety and/or health of the each other and their families.
- Children request presentations &/or field trips to protect and enhance the health, nutrition, &/or safety of children in the program.
- Children discuss health &/or safety concerns affecting the community with each other, program adults, and their families.
- Children are beginning to value good health habits.
- Children discuss, formally or informally, good health habits with each other.
- Children are learning healthy sexual attitudes and beliefs and to respect others.

\_\_\_\_\_ # Criteria Met / 11 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

Staff
Score
Average:

**Comments:** \_\_\_\_\_

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***2. RECRUITS, BUILDS, LEADS, AND MANTAINS a positive, supportive, caring, and effective team of SAC teachers.***



**Level One (Required Field): 20 Points**

- Informs Program Coordinator(s)/Director(s) when advertisements for employment are necessary.
- Screens applications for potential employees.
- Schedules interviews and participates in the interview process.
- Welcomes new and substitute staff with warmth and support designed to make them comfortable and successful.
- Introduces new staff or substitute staff to the people with whom they will be working.
- All staff think that you are nice to be around, and have a positive and productive attitude.
- Shows genuine caring for all staff.
- Treats all staff members with respect.
- Models flexibility about roles.
- Consistently acts as a model of positivity, cooperation and helpfulness.
- Encourages staff to take an active role in program planning.

**Trains, informs, supervises, and empowers staff so that:**

- Staff model positive, responsible behavior – adult role models.

\_\_\_\_\_ # Criteria Met / 13 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

Staff
Score
Average:

**Level Two: 20 Points**

- Personally refers potential employees to apply for a position.
- Is proactive in recruitment of new staff two months before the fall and summer sessions begin.
- Maintains low staff turnover.
- Fosters a strong sense of community among the staff at the site.
- Fosters a sense of fun, caring and enjoyment and a commitment to hard work in the job environment.
- Staff members consistently show loyalty and respect for the site director.
- Is aware of how tone and demeanor conveys respect to all.
- Communicates needs in a way that promotes cooperation.
- Models positive adult interaction through cooperation, caring and effective communication.
- Communicates with staff effectively to ensure the program flows smoothly.
- Ensures time is set aside for staff members to communicate about child-related information.
- Shares concerns about children, the staff, and the program with the team in a constructive way.
- Meets with individual staff members to give and receive feedback **at least** once a month.
- Is generous with time and assistance towards own staff members and other site directors.
- Provides appropriate level of guidance and support to staff.
- Encourages staff to request help and guidance from director and/or other staff members.
- Encourages participation during staff meetings.
- Ensures duties are shared fairly and responsibilities are divided to assure activities and problems are handled smoothly.
- Is assertive, but not aggressive when dealing with conflicts.
- Manages tense situations in a way that shows respect for other staff members.
- Discusses differences and works toward fair solutions, when problems occur.
- Encourages staff to take an active role in problem-solving.
- Demonstrates a philosophical alignment with the program goals and desired results.
- Models positive adult relationships and positive values by \_\_\_\_\_
- \_\_\_\_\_
- Reflects an understanding of cultural and gender diversity by \_\_\_\_\_
- \_\_\_\_\_
- Encourages staff to sit on ARQ team.
- Encourages team participation in summer design team.

**Trains, informs, supervises, and empowers staff so that:**

- Staff are aware of and understand their performance responsibilities.
- Staff are energetic, enthusiastic, and/or upbeat.
- Staff welcome new and substitute staff with warmth and support to make them comfortable and successful.
- Staff cooperate with and are respectful of each other.
- Staff interactions are positive with feelings of warmth and support; staff show genuine caring for each other.
- Staff are nice to be around, with positive and productive attitudes.
- Staff take an active role in program planning.
- Staff are flexible about roles.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 35 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Three: 20 Points**

- Makes efforts to recruit a diverse staff in terms of ethnicity and gender. How?  
\_\_\_\_\_
- Makes efforts to recruit a diverse staff in terms of soul-searcher, gatekeeper, and activity freak skills.
- Checks in with all staff members and stays in touch throughout the day.
- Notices and responds supportively to non-verbal cues and gestures.
- Brings issues out into the open to keep them from getting worse.
- Empowers staff to be informed and make responsible choices.
- Staff are comfortable coming to site director with problems or requests for advice or assistance.

- Staff show profound admiration and respect for site director.
- Works to increase job satisfaction and decrease staff turnover by:

- Contributes significantly to summer curriculum planning as part of the design team.

**Trains, informs, supervises, and empowers staff so that:**

- Staff make every effort to fulfill their responsibilities as outlined in their job descriptions.
- Staff personally refer potential employees to apply for a position.
- Staff attend interviews and participate in the interview process.
- Staff check in with each other and stay in touch throughout the day.
- Staff notice and respond supportively to non-verbal cues and gestures.
- Staff model positive adult relationships and positive values.
- Staff communicate with each other effectively to ensure the program flows smoothly.
- Staff model positive adult interaction through cooperation, caring and effective communication.
- Staff are flexible, cooperative and "team players" when dealing with own staff members and those at and from other sites.
- Staff share and divide responsibilities and duties among themselves and ensure that activities and problems are handled smoothly.
- Staff take an active role in problem-solving.
- Staff members discuss child-related information away from children
- Staff share concerns about children, the staff, and the program with the team in a constructive way.
- Staff are aware of how tone and demeanor convey respect to all.
- Staff communicate needs in a way that promotes cooperation.
- Staff discuss differences and work toward fair solutions, when problems occur.
- Staff deal with conflicts assertively, but not aggressively.
- Staff handle tense situations in a way that shows respect for others.
- Staff willingly pitch in and helps other sites when needed.
- Staff seek help and guidance from supervisor and/or other staff members.
- Staff give and receive feedback formally &/or informally.
- Staff participate during staff meetings.
- Staff reflect an understanding of cultural and gender diversity.
- Staff members sit and participate on the ARQ team.
- Staff members sit and participate on the summer design team.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 35 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Four: 20 Points**

- Promotes positive interaction among staff by organizing social events.
- Promotes positive interaction among staff by organizing team-building exercises.
- Promotes positive interaction among staff by encouraging group attendance at meetings.
- Promotes positive interaction among staff by encouraging group attendance at trainings.
- Shows genuine leadership skills, so that staff members will willingly follow.

**Trains, informs, supervises, and empowers staff so that:**

- Staff provide each other with appropriate support to make their job experiences positive.
- Staff are philosophically aligned with the program goals and desired results.
- Staff provide appropriate levels of guidance and support to newer and/or lesser experienced staff.
- Staff are comfortable going to one another with their problems or requests for advice or other assistance.
- Staff bring issues out into the open to keep them from getting worse.
- Staff members contribute significantly to curriculum planning as part of the summer design team.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 11 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 20 Points**

- There is evidence in staff relationships of “cultural competency” in the program, an ongoing philosophy, process, and practice that builds the capacity of the program and individuals to understand, accept, value, and honor the unique contributions of ALL people. Explain: \_\_\_\_\_
- Acts as the “Lead Learner”, sharing big picture issues, community issues, hot topics in the field of school-age care, and personal advocacy efforts on behalf of children and the profession with the staff.

**Trains, informs, supervises, and empowers staff so that:**

- Staff promote positive interaction among staff by organizing social events.
- Staff promote positive interaction among staff by organizing team-building exercises.
- Staff feel comfortable mentoring other staff.
- Staff show genuine leadership skills, so that other staff members will willingly follow.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 6 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. BUILDS, LEADS, & MAINTAINS positive, supportive, caring relationships with and among the children in the program.**



**Level One (Required Field): 20 Points**

- Shows sympathy and understanding.
- Has a genuine liking for each child in the program.
- Responds to children with acceptance and appreciation.
- Has relationships with children that are characterized by mutual respect.
- Uses supportive and encouraging words.
- Gives sincere compliments regularly.
- Takes children’s comments seriously; avoids intruding or interrupting.
- Talks with each child daily and engages in many 1:1 conversations with individual children.
- Listens actively, attentively, and patiently to children when they speak.
- Listens eagerly to events in children’s lives.
- Conversations with children include social conversation and information sharing.
- Validates a child’s right to feel the way they feel.
- Responds to the range of children’s feelings and temperaments.
- Pays attention and tries to help children when they have a problem.
- Responds appropriately to individual needs of children.
- Recognizes the range of children’s abilities.
- Encourages children to complete developmentally appropriate tasks on their own.
- Uses phrases like “Knowing you, I’m sure you’ll do fine,” “I can see you put a lot of effort into that,” “You can figure it out,” “I have faith in you,” and “Don’t worry, we all make mistakes.”
- Models the use of Standard English.

**Trains, informs, supervises, and empowers staff so that:**

- Staff seem cheerful rather than bored, tired, or distant.
- Staff project a tone of welcome in voice and gestures.
- Staff know and use children’s names daily.

- Staff acknowledge children by name when they arrive and when they depart.
- Staff respond appropriately when children show affection.
- Staff comfort hurt, upset, and/or disappointed children.
- Staff respond to children in a warm, supportive manner (relaxed and cheerful, with frequent smiles)
- Staff respond to each child with respect, acceptance, and comfort, regardless of age, gender, socioeconomic status, race, ethnicity, ability, religion, or family background.
- Staff include all children in play regardless of gender, race, disability, etc.
- Staff are actively engaged in activities and/or conversations with children.
- Staff shows appreciation and encouragement of children's efforts and accomplishments.
- Staff give help and encouragement to children when needed.
- Staff respond to each child with respect, acceptance, and comfort.
- Staff sit with children at snack.
- Staff help children with homework.
- Staff provide help when asked.

**Creates and maintains an environment which informs and empowers children so that:**

- Children show respect for each other and for adults.
- Children interact with adults.
- Children appear relaxed and are involved with one another.
- Children in the program feel safe and cared for.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 39 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 20 Points**

- Avoids showing favoritism among children.
- Is consistent in attitudes, behaviors, and decisions.
- Employs democratic methods.
- Appropriately uses a sense of humor.
- Has conversations with children that are frequent and characterized by turn-taking.
- Encourages all children to participate in conversations/discussion.
- Asks children developmentally appropriate questions and actively listens to the children's answers.
- Asks children open-ended questions that require longer, more complex answers and thought and encourage children to verbally elaborate on their ideas.
- Teaches children to cooperate and work together.
- Models and intentionally teaches children to respect others attitudes and beliefs.
- Encourages acceptance and understanding of differences (e.g., discourage derogatory remarks and help children understand and empathize with hurt feelings due to prejudiced comments).
- Involves other children in communication with children with special needs.
- Knows and shows appreciation for the special interests, talents, abilities, cultures, and languages of the children in the program.
- Is aware of the different ways the children handle their emotions.
- Asks questions to guide children through problem-solving and decision-making and helps them build these skills.
- Helps children become focused and engaged.
- Encourages children to achieve and develop their unique talents.
- Helps children find ways to pursue their own interests.
- Helps children without taking control (facilitates); gives clear, helpful directions and encouragement, so that children can proceed on their own.
- Shares skills and resources that children need to solve problems without taking control.
- Avoids saying things like "Let me do that for you," "Better get some help," "If you can't do it right, don't do it at all," "You can do better," "That looks too difficult for you," and "Don't touch it, you'll break it."
- Varies approaches to help children learn.
- Plans and changes activities according to the children's interests.

- Pursues children's ideas and questions in a thoughtful way.
- Talks to children about ideas related to their play and help elaborate and extend the activity.
- Verbally expands on ideas presented by children (i.e., adds information, asks questions, and encourages children to explore further)
- Shows how complex skills can be broken up into smaller steps; offers suggestions when children cannot think of the next step.
- Ensures children have an opportunity for leadership and teamwork.

**Trains, informs, supervises, and empowers staff so that:**

- Staff have a genuine liking for each child in the program.
- Staff show sympathy and understanding.
- Staff give sincere compliments regularly.
- Staff use supportive and encouraging words.
- Staff respond to children with acceptance and appreciation.
- Staff respond appropriately to individual needs of children
- Staff talk with each child daily and engage in many 1:1 conversations with individual children.
- Staff listen actively, attentively, and patiently to children when they speak.
- Staff have conversations with children that include social conversation and information sharing.
- Staff listen eagerly to events in children's lives.
- Staff take children's comments seriously; avoids intruding or interrupting.
- Staff pay attention and try to help children when they have a problem.
- Staff respond to the range of children's feelings and temperaments.
- Staff validate a child's right to feel the way they feel.
- Staff recognize the range of children's abilities.
- Staff encourage children to complete developmentally appropriate tasks on their own.
- Staff use phrases like "Knowing you, I'm sure you'll do fine," "I can see you put a lot of effort into that," "You can figure it out," "I have faith in you," and "Don't worry, we all make mistakes."
- Staff takes great care to avoid isolating special-needs children in segregated areas or removing them from the regular program environment so often so as to disrupt community and undermine their feeling of belonging to the group.
- Staff model the use of Standard English.

**Creates and maintains an environment which informs and empowers children so that:**

- Children help each other and share their possessions.
- Children have a low degree of conflict (fighting among children is infrequent)

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 49 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Three: 20 Points**

- Intentionally fosters a strong sense of community responsibility and caring in the program.
- Encourages children to work in cooperative groups.
- Relates to the children's cultural style and primary language.
- Helps children express and articulate feelings in appropriate ways and empathizes with others – interpersonal competence.
- Helps children develop cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.
- Makes frequent efforts to promote peer interactions that are intentionally planned and facilitated during group and free times.
- Responds with understanding and inclusion to the range of diverse children, varying the approaches used to facilitate learning and development.
- Requests, and provides staff with information from available assessments of a child's special needs.
- Encourages children's initiative and leadership skills.
- Serves as a "sounding board" and extends children's problem-solving abilities.
- Extends children's interests and introduces new concepts (e.g., recycling, water conservation, community building).
- Encourages more experienced children to teach others new games and skills.

- Plans tasks and activities that appropriately challenge children’s abilities.
- Integrates individualization into activities and routines to accommodate children with special needs.

**Trains, informs, supervises, and empowers staff so that:**

- Staff have relationships with the children that are characterized by mutual respect.
- Staff avoid showing favoritism in the program.
- Staff are consistent in attitudes, behaviors, and decisions.
- Staff employ democratic methods.
- Staff appropriately use a sense of humor.
- Staff have conversations with children that are frequent and characterized by turn-taking.
- Staff encourage all children to participate in conversations/discussions.
- Staff ask children developmentally appropriate questions and actively listen to the children’s answers.
- Staff ask children open-ended questions that require longer, more complex answers and thought and encourage children to verbally elaborate on their ideas.
- Staff teach children to cooperate and work together.
- Staff model and intentionally teach children to respect others attitudes and beliefs.
- Staff encourage acceptance and understanding of differences (e.g., discourage derogatory remarks and help children understand and empathize with hurt feelings due to prejudiced comments).
- Staff involve other children in communication with children with special needs.
- Staff know and show appreciation for the special interests, talents, abilities, cultures, and languages of the children in the program.
- Staff are aware of the different ways the children handle their emotions.
- Staff ask questions to guide children through problem-solving and decision-making and help them build these skills.
- Staff help children become focused and engaged.
- Staff encourage children to achieve and develop their unique talents.
- Staff help children find ways to pursue their own interests.
- Staff help children without taking control (facilitates); gives clear, helpful directions and encouragement, so that children can proceed on their own.
- Staff share skills and resources that children need to solve problems, without taking control.
- Staff avoid saying things like “Let me do that for you,” “Better get some help,” “If you can’t do it right, don’t do it at all,” “You can do better,” “That looks too difficult for you,” and “Don’t touch it, you’ll break it.”
- Staff vary approaches to help children learn.
- Staff plan and change activities according to the children’s interests.
- Staff pursue children’s ideas and questions in a thoughtful way.
- Staff talk to children about ideas related to their play and help elaborate and extend the activity.
- Staff verbally expand on ideas presented by children (i.e., adds information, asks questions, and encourages children to explore further)
- Staff show how complex skills can be broken up into smaller steps; offers suggestions when children cannot think of the next step.
- Staff ensure children have an opportunity for leadership and teamwork.

**Creates and maintains an environment which informs and empowers children so that:**

- Children in the program relate positively to each other; treat each other fairly and respectfully.
- Children understand how to make friends.
- Children give each other sincere compliments regularly.
- Children know each other’s names, interests, likes, and dislikes.
- Conversations between children include social conversation and information sharing.
- Children listen actively and attentively to each other.
- Children help others to succeed.
- Children usually cooperate, collaborate, and work well together.
- Children have useful roles in the program.
- Children are optimistic about their personal future.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 53 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Four: 20 Points**

- Makes frequent efforts to include children with special needs in appropriate peer interactions throughout the day.
- Uses information about the needs of exceptional children to modify activities to encourage their participation.
- Incorporates individualized goals for children into free play and planned activities.
- Implements activities and interactions recommended by professional special educators to help children meet identified goals.
- Initiates and encourages journal writing and group discussions.
- Fosters student independence through environmental modification, appropriate activities and teaching strategies, particularly for those with special needs.
- Facilitates children's expressions of their beliefs and acting on their convictions.
- Encourages and motivates children to do well and to become responsible, attentive, and actively engaged in learning.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff intentionally foster a strong sense of community responsibility and caring in the program.
- Staff encourage children to work in cooperative groups.
- Staff relate to the children's cultural style and primary language.
- Staff help children express and articulate feelings in appropriate ways and empathize with others – interpersonal competence.
- Staff help children develop cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.
- Staff make frequent efforts to promote peer interactions that are intentionally planned and facilitated during group and free times.
- Staff respond with understanding and inclusion to the range of diverse children, varying the approaches used to facilitate learning and development.
- Staff use assessment information about special needs of children and modifies environment, program, and schedule to allow all children to participate in many activities.
- Staff encourage children's initiative and leadership skills.
- Staff serve as a "sounding board" and extends children's problem-solving abilities.
- Staff extend children's interests and introduces new concepts (e.g., recycling, water conservation, community building).
- Staff encourage more experienced children to teach others new games and skills.
- Staff plan tasks and activities that appropriately challenge children's abilities.
- Staff integrate individualization into play activities and routines to accommodate children with special needs.

#### **Creates and maintains an environment which informs and empowers children so that:**

- Children consistently engage you and ask consult you for help and/or advice.
- Children cooperate and work together.
- Children show sympathy and understanding toward one another.
- Conversations among children are usually characterized by turn-taking.
- Children listen with interest and ask questions about things that are important to others.
- Children encourage acceptance and understanding of differences (e.g., discourage derogatory remarks and help others understand and empathize with hurt feelings due to prejudiced comments).
- Children are learning to respect others attitudes and beliefs.
- Children demonstrate and appropriately use a sense of humor.
- Children are focused and engaged.
- Children pursue their own interests.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 32 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 20 Points**

- There is evidence of "cultural competency" in the relationships within the program, an ongoing philosophy, process, and practice that builds the capacity of the program and individuals to understand, accept, value, and honor the unique contributions of ALL people.

**Trains, informs, supervises, and empowers staff so that:**

- Staff make frequent efforts to include children with special needs in appropriate peer interactions throughout the day.
- Staff use information about the needs of exceptional children to modify activities to encourage their participation.
- Staff incorporate individualized goals for children into free play and planned activities.
- Staff implement activities and interactions recommended by professional special educators to help children meet identified goals.
- Staff initiate and encourage journal writing and group discussions.
- Staff foster student independence through environmental modification, appropriate activities and teaching strategies, particularly for those with special needs.
- Staff facilitate children's expressions of their beliefs and acting on their convictions.
- Staff encourage and promote achievement to motivate children to do well and to become responsible, attentive, and actively engaged in learning.

**Creates and maintains an environment which informs and empowers children so that:**

- There is a strong sense of community responsibility and caring among the children in the program.
- Children consistently engage staff and consult them for help and/or advice.
- Children consistently engage each other and consult each other for help and/or advice.
- Children express and articulate feelings in appropriate ways and empathize with others – interpersonal competence.
- Children apologize when they hurt another's feelings.
- Children respect others attitudes and beliefs.
- Children appreciate the opinions of others.
- Children employ and expect that adults employ democratic methods.
- When trying to solve a problem, children try to identify the source, nature of the problem and/or try out potential solutions.
- Children are developing cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.
- Children adapt play to accommodate others with special or different needs.
- Children make frequent efforts to include other children with special needs in appropriate peer interactions throughout the day.
- Children demonstrate initiative and leadership skills.
- More experienced children teach others new games and skills.
- Children successfully participate in tasks and activities that appropriately challenge their abilities.
- Children are motivated to do well and are responsible, attentive, and actively engaged in learning.
- Children express having high self-esteem and that "their life has a purpose."
- Children act on their convictions and stand up for their beliefs.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 27 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) = \_\_\_\_\_

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**4. ENSURES appropriate behavior management with the goal of self-discipline is practiced in the program.**



**Level One (Required Field): 10 Points**

- Uses non-punitive behavior management strategies (attention given for positive behaviors, redirection, and privileges stated).
- Sets appropriate limits to ensure safety, reduce risk of abduction & prevent accidents.
- Sets developmentally appropriate limits for children.
- Establishes clear rules and consequences – boundaries and expectations – collaboratively with children.
- Addresses misbehavior consistently.
- Enforces all rules set by the school community.

**Trains, informs, supervises, and empowers staff so that:**

- Staff relate positively to all children, treating children fairly and respectfully.
- Staff give children many chances to choose what, how, and with whom they will do activities.
- Staff say yes to reasonable requests.
- Staff avoid harsh disciplinary actions such as yelling, physically touching, shaming, or calling them out in front of the group.
- Staff and children discuss differences and work out solutions when problems occur.
- Staff intervene when negative peer interactions occur (that are not resolved constructively by children).

**Creates and maintains an environment which informs and empowers children so that:**

- Children do not use insults or “put downs.”
- Children attempt to resolve conflicts nonviolently.
- Children feel safe in the program and in school – empowerment.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 15 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 10 Points**

- Is extremely fair in decisions.
- Communicates high expectations for behavior.
- Gives attention to children when they cooperate, share, and care for materials or join activities.
- Has realistic expectations of development for children at their ages – expectations for growth and decision-making.
- Asks questions to encourage children to think for themselves.
- Helps children think through problems themselves rather than offering answers.
- Encourages autonomous behavior in children.
- Encourages children to accept and take personal responsibility for age-appropriate tasks.
- Has faith in children to accomplish tasks and do the “right thing.”
- Encourages children to make decisions by themselves.
- Helps children understand the impact of their decisions.
- Helps children develop appropriate social behavior with their peers and talk through social conflicts.
- Encourages children to resolve their own conflicts and gives them the vocabulary and strategies to use and steps in only if needed to discuss the issues and work out a solution.
- Shares concerns with staff about children and behavior management away from the children.

**Trains, informs, supervises, and empowers staff so that:**

- Staff set appropriate limits to ensure safety, reduce risk of abduction & prevent accidents.
- Staff enforce all rules set by the school community.
- Staff focus on behavior and consistently enforce the program rules and expectations.
- Staff use non-punitive behavior management strategies (attention given for positive behaviors, redirection, and privileges stated).
- Staff set developmentally appropriate limits for children.
- Staff address misbehavior consistently.

- Staff enforce all rules set by the school community.
  - Staff share skills and resources to help all children gain information and solve problems.
- Creates and maintains an environment which informs and empowers children so that:**
- Children are learning to value honesty and act accordingly.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 23 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Three: 10 Points**

- Teaches children how to communicate effectively to get what they want/need.

**Trains, informs, supervises, and empowers staff so that:**

- Staff help children understand the impact of their decisions.
- Staff give attention to children when they cooperate, share, and care for materials or join activities.
- Staff have realistic expectations of development for children at their ages – expectations for growth and decision-making.
- Staff ask questions to encourage children to think for themselves.
- Staff help children think through problems themselves rather than offering answers.
- Staff encourage autonomous behavior in children.
- Staff encourage children to accept and take personal responsibility for age-appropriate tasks.
- Staff have faith in children to accomplish tasks and do the “right thing.”
- Staff encourage children to make decisions by themselves
- Staff are extremely fair in decisions.
- Staff help children develop appropriate social behavior with their peers and talk through social conflicts.
- Staff encourage children to resolve their own conflicts and give them the vocabulary and strategies to use and
- Staff steps in only if needed to discuss the issues and work out a solution.
- Staff members share concerns with staff about children and behavior management away from the children.

**Creates and maintains an environment which informs and empowers children so that:**

- Children can anticipate consequences for breaking rules.
- Children follow all rules set by the school community.
- Children do not blame others when they make mistakes.
- Children are responsible for their own mistakes, own up to them, and help make things right.
- Children typically follow rules and correct their own misbehavior.
- Children are empowered to be informed and to make responsible choices.
- Children avoid negative peer pressure.
- Children begin to manage life’s frustrations and challenges in positive ways for themselves and others – personal power.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 23 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Four: 10 Points**

- Teaches conflict resolution and peaceful living skills.

**Trains, informs, supervises, and empowers staff so that:**

- Staff teach children how to communicate effectively to get what they want/need.

**Creates and maintains an environment which informs and empowers children so that:**

- Children demonstrate autonomous behavior.
- Children play with other children who model responsible behavior.
- Children are beginning to accept and take personal responsibility for age-appropriate tasks.
- Children are learning to make decisions by themselves

- Children understand the impact of their decisions.
- Children use appropriate social behavior with their peers and typically talk through social conflicts.
- When minor conflicts occur, children are able to problem-solve together to resolve conflicts without adult intervention.
- The behavior of the children indicate the following standards of behavior are being upheld consistently: quiet voices inside, extremely quiet voices in the quiet area, food kept in the snack area, game pieces/art materials/science equipment are kept off the floor, hands washed before eating snack, slow walking inside, supplies and equipment being used with care and respect.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 10 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 10 Points**

**Trains, informs, supervises, and empowers staff so that:**

- Staff teach conflict resolution and peaceful living skills.

**Creates and maintains an environment which informs and empowers children so that:**

- Children communicate effectively to get what they want.
- Children encourage each other and celebrate each other's successes.
- Children are beginning to feel they have control over "things that happen to them."
- Children demonstrate faith in themselves and each other to do the "right thing."
- Children typically resolve their own conflicts and have the vocabulary and strategies to use in doing so.
- When problems occur, children demonstrate effective social problem-solving skills and positive social behavior (discuss differences, negotiate solutions, make compromises, work toward common goals, and empathize with others' feelings).

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 7 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**5. BUILDS, LEADS, & MAINTAINS the creation of a comprehensive, intentional, and developmentally appropriate curriculum through successful collaboration with children, staff, and community, and IMPLEMENTS the curriculum and program activities through active management and coordination.**



**Level One (Required Field): 10 Points**

- Snack is served family style.
- Sits frequently with children during snack and meal times.
- Encourages conversation and good table manners during snack time.
- Displays non-biased approach to activities (e.g., girls are encouraged to participate in carpentry; boys are encouraged to participate in cooking).
- Ensures curriculum includes activities that are fun.

- Ensures planned activities are well suited to the age range of the children in the program.
  - Involves children in planning curriculum.
  - Submits program curriculum as a monthly calendar, available for families in the program.
  - Creates and maintains a daily routine that seems familiar to adults and children yet flexible, providing stability without being rigid.
  - Ensures activities are available as children arrive.
  - Coordinates a daily curriculum that includes a mix of active and passive activity choices.
  - Provides a variety of activities daily, some spontaneous, some planned, that occur simultaneously.
  - Helps children find books or reading material.
  - Reads to or with children.
  - Facilitates children's engagement in reading (using differing intonations/facial expressions, asking listeners questions).
  - Suggests writing as part of other non-literacy activities.
  - Talks about science in a positive way.
  - Participates in children's outdoor/gym activities
  - Makes music activities available as a free choice (listening lab, tapes, CDs, dancing).
  - Participates in unplanned art and/or music activities with the children.
  - Provides regular opportunities, through intentional programming, for creative arts as part of either individual or group activity, such as painting, drawing, sculpture, photography, videography, knitting, pottery, etc.
  - Participates in children's spontaneous dramatic play.
- Trains, informs, supervises, and empowers staff so that:**
- Staff encourage children to participate in activities.
  - Each staff person plans and runs activities and/or enrichment clubs on at least a bi-monthly basis.
  - Staff understand and embrace cultural differences.
- Creates and maintains an environment which informs and empowers children so that:**
- Children do not perceive the program as more school.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 26 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 10 Points**

- Ensures transitions from one activity to another are smooth.
- Plans and runs activities and enrichment clubs on a weekly basis.
- Asks the children to share their ideas for planning so that activities will reflect children's interests
- Encourages children to share control/responsibility for activity.
- Ensures curriculum includes opportunities for children to develop life skills.
- Plans activities that are self-selected, engaging, and intrinsically motivating.
- Ensures supplies needed for scheduled activities are available on the scheduled day.
- Ensures curriculum includes long and short-term projects.
- Provides regular opportunities, through intentional programming, for the following: quiet activities; socializing; active play; individual, small group, and large group activities.
- Provides regular opportunities, through intentional programming and appropriate environments, for the following: children working on their homework as an activity choice; reading for pleasure; and learning new skills.
- Provides regular opportunities, through intentional programming and appropriate environments, for completing long-term projects.
- Brings in diverse adult role models to participate in the program.
- Fosters, through intentional programming, multicultural awareness and appreciation through the arts and other "content" areas.
- Ensures diversity is not merely tolerated, but celebrated.
- Helps children sound out words, figure out meaning from context, and encourages when they are stuck.

- Engages children in word games that require verbally describing or explaining objects, views, and/or phenomena.
- Encourages children to use reading and writing in practical situations (e.g., read instructions, letters, making signs).
- Engages in hands on math games or projects that utilize math.
- Participates in unplanned science activities with children.
- Provides regular opportunities, through intentional programming, for children to participate in activities or games that increase their knowledge of science.
- Provides regular opportunities, through intentional programming, for children to participate in activities or games that allow them to participate in discussions/observe presentations or programs on science topics.
- Provides regular opportunities, through intentional programming, for movement instruction as part of either individual or group activity, such as aerobics, martial arts, dance, yoga, etc.
- Uses pictures, stories, or trips to enrich dramatic play ideas.

**Trains, informs, supervises, and empowers staff so that:**

- Staff sit with children during snack and meal times.
- Staff encourage conversation and good table manners during snack time.
- Staff help children find books or reading material.
- Staff read to or with children.
- Staff facilitates children’s engagement in reading (using differing intonations/facial expressions, asking listeners questions).
- Staff suggest writing as part of other non-literacy activities.
- Staff talk about science in a positive way.
- Staff participate in children’s outdoor/gym activities.
- Staff participate in art and/or music activities with the children.
- Staff participate in children’s dramatic play.

**Creates and maintains an environment which informs and empowers children so that:**

- Children are open to new activities, new foods, and visiting new places.
- Children explain ideas or experiences to adults or peers.
- Children submit ideas for activities on their own initiative.
- Children participate in visual art activities such as painting, drawing, sculpture, photography, videography, knitting, pottery, etc.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 36 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Three: 10 Points**

- Uses snack time as an opportunity for discussion and learning.
- Encourages children to develop and extend activities that interest them.
- Ensures curriculum includes activities designed for/by older school-agers.
- Plans activities that are open-ended, requiring children to use creativity and draw upon own ideas to participate.
- Ensures curriculum includes activities that challenge children creatively
- Ensures curriculum includes activities that challenge children physically.
- Ensures curriculum includes activities that are cognitively challenging, and stimulate thinking.
- Plans team-building activities for children on at least a monthly basis.
- Submits monthly curriculum as a detailed lesson plan with descriptions of each activity idea.
- Helps spark children’s interest/curiosity throughout activities.
- Engages children in structured time for reflection on how the activity went, what didn’t go well, what they learned, and on next steps.
- Coordinates a curriculum that includes enriching and educational activities.
- Ensures planned activities are aligned with the styles, abilities, and interests of children in the program.
- Ensures planned activities reflect the program mission and promote development of all the children and youth in the program.

- Ensures program curriculum is implemented in a manner that is consistent with the philosophy of Children's Choice.
- Ensures curriculum includes opportunities to be creative; very few activities require following an example; individual and free choice are encouraged.
- Ensures there are drama, creative arts, music, sports, and other enriching activities offered in a professional manner.
- Carefully plans field trips and special to take advantage of community resources and events.
- Ensures curriculum includes a mix of staff directed and child directed activities.
- Ensures curriculum includes ways for children to be involved in the community.
- Ensures curriculum includes activities that reflect the diverse interests, languages, and cultures of families and children served and the broad diversity of human experience.
- Asks children in the program to write articles to be included in the newsletter.
- Models reading comprehension strategies (makes personal connections, predictions, asks questions, summarize, consider differing meanings).
- Ensures there is help for children to write their own stories, poems, or newspaper.
- Encourages children to use math / reasoning skills in daily activities and practical situations (e.g., help prepare right amount of snack, measuring recipes, recording scores for games).
- Encourages children to use science in practical, everyday situations.
- Carefully plans field trips and special activities to stimulate interest in science, nature, and the environment.
- Ensures there are planned activities and/or spontaneous opportunities that encourage discussions or provide information about other countries, important events, and/or people in American or world history (age-appropriate discussion of similarities and differences in American geography, culture/form of government, forms of dance).
- Provides regular opportunities, through intentional programming, for music as part of either individual or group activity, such as listening to / appreciating music, singing, instrument instruction, dancing, etc.
- Provides regular opportunities through intentional programming for dramatic play and developing drama/theatre productions as part of either individual or group activity.

**Trains, informs, supervises, and empowers staff so that:**

- Staff ask the children to share their ideas for planning so that activities will reflect children's interests
- Staff encourage children to share control/responsibility for activity.
- Staff plan activities that are self-selected, engaging, and intrinsically motivating.
- Staff regularly plan activities with the children and their families that reflect various cultural traditions and celebrations.
- Staff help children sound out words, figure out meaning from context, and encourage when they are stuck.
- Staff engage children in word games that require verbally describing or explaining objects, views, and/or phenomena.
- Staff encourage children to use reading and writing in practical situations (e.g., read instructions, letters, making signs).
- Staff encourage children to share their writing with peers.
- Staff encourage children to review and edit their own writing.
- Staff engage in hands on math games or projects that utilize math.
- Staff participate in science activities with children.
- Staff use pictures, stories, or trips to enrich dramatic play ideas.

**Creates and maintains an environment which informs and empowers children so that:**

- Children engage in conversation and use good table manners during snack time.
- Children participate in activities regardless of stereo-typical gender bias (e.g., girls participate in carpentry; boys participate in cooking).
- Children explain own thinking process (how they arrived at an answer/decision).
- Children to share control and responsibility for activities.
- Children plan and run activities on a regular basis.
- Children submit artwork and photographs that are included in monthly newsletter.
- Children frequently find books or reading material to read for pleasure without an adult's involvement.
- Children bring favorite books from home to share with other children.
- Children frequently seek out adults to read to them.

- Children choose to write as part of other non-literacy activities.
- Children initiate science discussions and inquiries with adults and other children.
- Children participate in fitness activities such as aerobics, martial arts, dance, yoga, etc.
- Children use pictures, stories, or trips to enrich dramatic play ideas.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 55 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Four: 10 Points**

- There is observable evidence that activities reflect school standards.
- Ensures curriculum includes enrichment activities that promote higher level thinking.
- Ensures curriculum includes activities that require analytic thinking.
- Intentionally facilitates peer interactions during group and free times.
- There is observable evidence that activities are part of an ongoing project, theme, or curricular unit.
- Provides regular opportunities, through intentional programming, for use of recreational and cultural community resources.
- Ensures the curriculum utilizes a high amount of people from the community as teachers and enrichment club specialists, under CC supervision.
- Ensures curriculum includes opportunities for families to be involved in the program.
- Prepares in advance and considers the children's interests to enhance the value of field trips.
- Children, staff, parents, school staff, and community members are all involved in planning activities.
- Provides regular opportunities, through intentional programming, for children and families to broaden their cultural awareness (i.e., storytellers and musicians from different cultures, celebrations of holidays, preparation of food from different cultures)
- Ensures curriculum includes opportunities to engage children in writing and elicits writing topics.
- Ensures curriculum includes staff offering examples to illustrate writing styles or techniques and/or shares own writing.
- Encourages children to explain how they solved a problem by using math.
- Provides regular opportunities, through intentional programming, for children to participate in activities or games that require science skills such as experiments, testing hypotheses, doing field research such as gathering pond samples.
- Ensures there are planned activities and/or spontaneous opportunities to facilitate children's exploration of ideas of democracy, equality, justice, and civic responsibility (create/simulate communities, establish rules with their peers, explore social justice issues, democratic decision-making process, etc.)
- Provides regular opportunities, through intentional programming, that encourages children to participate in group discussions or debate.

### **Trains, informs, supervises, and empowers staff so that:**

- Staff use snack time as an opportunity for discussion and learning.
- Staff encourage children to develop and extend activities that interest them.
- Staff plan activities that are open-ended, requiring children to use creativity and draw upon own ideas to participate.
- Staff regularly plan team-building activities for children.
- Staff help spark children's interest/curiosity throughout activities.
- Staff engage children in structured time for reflection on how the activity went, what didn't go well, what they learned, and on next steps.
- Staff plan activities that are different from school-day activities, but complement in-school activities.
- Staff model reading comprehension strategies (makes personal connections, predictions, asks questions, summarize, consider differing meanings).
- Staff encourage children to use math / reasoning skills in daily activities and practical situations (e.g., help prepare right amount of snack, measuring recipes, recording scores for games).
- Staff encourage children to make pictures or create graphs to visually represent math concepts and problems.
- Staff encourage children to use science in practical, everyday situations.

**Creates and maintains an environment which informs and empowers children so that:**

- Children explain own thinking process (how they arrived at an answer/decision).
- Children develop and extend activities that interest them.
- Children reflect in groups on how an activity went, what didn't go well, what they learned, and on next steps.
- Children plan and run enrichment clubs on a weekly basis.
- Children plan activities that are different from school-day activities, but complement in-school activities.
- Children discuss or write about books they are reading.
- Older children read to or with younger children.
- Children initiate playing games that require verbally describing, explaining objects, views, and/or phenomena.
- Children demonstrate a willingness and eagerness to use reading and writing in practical situations.
- Children write articles to be included in the CC newsletter.
- Children share their writing with peers.
- Children write their own stories, poems, or newspapers.
- Children review and edit their own writing, use varied writing styles and techniques.
- Children plan field trips and special activities that reflect an interest in science, nature, and the environment and to take advantage of community resources and events.
- Children participate in activities/discuss other countries or cultures, learn about/ discuss current events, social conditions, people, events in history.
- Children participate in music activities such as listening to / appreciating music, singing, instrument instruction, dancing, etc.
- Children speak, present, or perform in front of peers or other audiences.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 45 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 10 Points**

- There is observable evidence that activities are clearly connected to school-day learning.
- Submits a curriculum that shows how it supports the goals we have for children and how it incorporates their interests.
- Extends children's interest and introduce new concepts (recycling, water conservation, community building).
- Provides middle school initiative programming for the school, and other extra-curricular activities such as student council.
- Encourages children to solve math problems in cooperative groups.

**Trains, informs, supervises, and empowers staff so that:**

- Staff implement activities recommended by professional special educators to help children meet identified goals
- Staff encourage children to reflect on their own family traditions and heritages (talk or learn about where they came from, discusses their families' values, and traditional beliefs).
- Staff encourage children to explain how they solved a problem by using math.

**Creates and maintains an environment which informs and empowers children so that:**

- Children speak/present in front of peers or other audiences.
- Children participate in group discussions or debate.
- Children participate in activities/discuss other countries or cultures, learn about/ discuss current events, social conditions, people, events in history.
- Children design and plan activities and enrichment clubs and submit detailed lesson plans.
- Children routinely run activities and enrichment clubs with minimal assistance from adults.
- Children participate in peer interactions that are intentionally planned and facilitated during group and free times.
- Children and / or their families share their own family traditions and heritages through planned discussions and activities.
- Children demonstrate reading comprehension strategies (make personal connections, predictions, ask questions, summarize, consider differing meanings).

- Children makes pictures or create graphs to visually represent math concepts and problems on their own initiative.
- Children participate in activities or games that increase their knowledge of science and require science skills such as experiments, testing hypotheses, doing field research such as gathering pond samples, and participate in discussions/observe presentations or programs on science topics.
- Children initiate discussions about current events, social conditions, people, and events in history.
- Children initiate discussions about ideas of democracy, equality, justice, and civic responsibility.
- Children demonstrate an understanding and interest in democracy, equality, justice, and civic responsibility.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**6. BUILDS, LEADS & MAINTAINS a positive, supportive, caring relationship with the families of the children in the program.**



**Level One (Required Field): 10 Points**

- Makes daily positive contact with family members; makes them feel welcome and comfortable.
  - Knows names of all parents/guardians.
  - Ensures all families consistently follow check-in and check-out procedures.
  - Works together with families to make arrivals and departures between home and care go smoothly.
  - Uses arrival and/or departure as information sharing time to relate warmly to parents and families.
  - Makes every attempt to communicate with families in their own language.
  - Keeps families well-informed about the program (program policies, practices, schedule) by maintaining ongoing communication and routine sharing of information through through parent handbooks; signs; informal conversations; orientation sessions; newsletters; photos; information sheets; family events; workshops; e-mail messages; etc.
  - Posts display of staff pictures & bios & updates.
- Trains, informs, supervises, and empowers staff so that:**
- All staff greet family members daily.
  - All staff treat family members with respect.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 10 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

## **Level Two: 10 Points**

- Calls all family members by name.
- Views and treats families as the primary influence in their children's lives.
- Views and treats families as equal partners in the education and guidance of their children.
- Works with families to meet the needs of children.
- Accepts and respects each family's definition of family composition, ethnicity, culture, roles, and relationships.
- Ensures that families are kept well-informed about children's well-being by maintaining ongoing communication and routine sharing of information through, parent conferences; informal conversations; telephone calls; family events; progress reports; workshops; family journals; e-mail messages; etc.
- Hosts family events at least twice a year.
- Provides opportunities for family members to give input, visit, and/or volunteer.
- Provides parenting information about health care, sports, cultural activities, and community service activities for families.

### **Trains, informs, supervises, and empowers staff so that:**

- Staff make daily positive contact with family members; make them feel welcome and comfortable.
- Staff know names of all parents/guardians.
- Staff ensure all families consistently follow check-in and check-out procedures.
- Staff work with families to make arrivals and departures between home and care go smoothly.
- Staff use arrival and/or departure as information sharing time to relate warmly to parents and families.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 14 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

## **Level Three: 10 Points**

- Shares important information to support the well-being and development of children.
- Communicates and collaborates with all families on shared goals they have for child's development.
- Knows much personal information about all families (like an extended family).
- Provides families with information about promoting learning opportunities at home.
- Provides families with opportunities to give input concerning policy and program development and to participate in other decision-making roles.
- Provides families with opportunities to participate at different levels including the following: observations; preparing materials; sharing experiences, skills, or talents; facilitating or developing activity centers; serving on parent committees; participating in take-home activities; tutoring; and extending program learning in the home.
- Personally asks parents to sit on the ASQ team.
- Knows what parents do for a living and uses this resource for programming.

### **Trains, informs, supervises, and empowers staff so that:**

- Staff call all family members by name.
- Staff view and treat families as the primary influence in their children's lives.
- Staff, view and treat families as equal partners in the education and guidance of their children.
- Staff work with families to meet the needs of children.
- Staff accept and respect each family's definition of family composition, ethnicity, culture, roles, and relationships.
- Staff provide parenting information about health care, sports, cultural activities, and community service activities for families.

**Creates and maintains an environment which informs and empowers families so that:**

- Families initiate conversation with staff members.
- Families know names and faces of all staff members.
- Families consistently follow check-in and check-out procedures.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 17 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Four: 10 Points**

- Shares parenting information that emphasizes the families' need for clear rules, consequences, and monitoring the child's whereabouts.
- Provides parenting information that encourages the child to spend most evenings and weekends at home with family in predictable, enjoyable routines.
- Provides parenting information that promotes a family life characterized by high levels of love and support.
- Families consult with you for expertise in child development.
- Provides frequent opportunities for families to interact with each other.
- Provides frequent opportunities for families to participate in the community through public service projects, field trips, etc.

**Trains, informs, supervises, and empowers staff so that:**

- Staff share important information to support the well-being and development of children.
- Staff communicate and collaborate with all families on shared goals they have for child's development.
- Staff know much personal information about all families (like an extended family).
- Staff provide families with information about promoting learning opportunities at home.

**Creates and maintains an environment which informs and empowers families so that:**

- Families treat staff as an influence in their children's lives.
- Families treat staff as partners in the education and guidance of their children.
- Families seek to work with staff to meet the needs of children.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 13 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 10 Points**

**Trains, informs, supervises, and empowers staff so that:**

- Staff share parenting information that emphasizes the families' need for clear rules, consequences, and monitoring the child's whereabouts.
- Staff provide parenting information that encourages the child to spend most evenings and weekends at home with family in predictable, enjoyable routines.
- Staff provide parenting information that promotes a family life characterized by high levels of love and support.
- Families consult with staff, other than site director, for expertise in child development.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 4 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

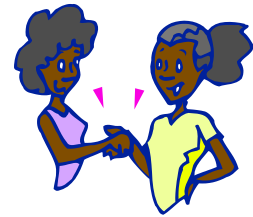
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**7. *BUILDS, LEADS & MAINTAINS* a positive, supportive, caring relationship with the host school staff and faculty, and the greater community.**



**Level One (Required Field): 5 Points**

- Makes daily positive contact with the custodian.
- Makes daily positive contact with the cafeteria manager.
- Makes daily positive contact with the secretary/clerk.
- Makes daily positive contact with the principal.
- Facilitates and confirms the scheduling of regular meetings with the principal, Mike, and Catherine or Leann once a month.
- Returns school property and environment in as good or better condition than it was found.
- Plans field trips to local businesses and community friendly places.
- Invites members of the community into the school to make presentations or share skills/knowledge through supervised activities.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 8 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 5 Points**

- Can regularly arrange for exclusive use of shared space (e.g., library, computer room, gym, etc.)
- Collaboratively develops an agreement & expectations for cleaning schedule with custodians.
- Seeks out ways to help the custodial staff care for the site.
- Works with the school to encourage and facilitate the process of innovation and to prevent or solve problems.
- Recruits faculty, especially the principal and those with children in the program to sit on the ASQ team.
- Ensures principal and additional designated faculty representative are reminded of ASQ meeting times and places.
- Continuously develops and maintains list of community resources for field trips, presentations, etc. and gets the list into the binder or date base.
- Builds new community contacts for programming application and shares with the rest of the leadership team.
- Invites community members to share their special talents and expertise with children in the program.
- Plans activities to help children get to know the larger community.
- Uses community public facilities such as libraries, parks, and community centers for the expansion of program offerings.

**Trains, informs, supervises, and empowers staff so that:**

- Staff and school faculty respect and cooperate with each other, modeling positive adult relationships.
- Staff make daily positive contact with the custodian.
- Staff make daily positive contact with the cafeteria manager.
- Staff make positive contact with the secretary/clerk.
- Staff make positive contact with the principal.
- Staff return school property and environment in as good or better condition than we found it.
- Staff plan field trips to local businesses and community friendly places.
- Staff invite members of the community into the school to make presentations or share skills/knowledge through supervised activities.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 19 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Three: 5 Points**

- Knows staff and faculty names and treats them with respect and as individuals.
- Is active in the school community.
- Promotes bonding to the school so children care about their school.
- Provides the principal information to go into the school newsletter.
- Understands and considers that a child's ability to perform well and learn is affected by what happens outside and inside the classroom setting.

Provides regular opportunities, through intentional programming, for the following (1 point each):

- children experiencing caring neighbors
- parental involvement in school and the program
- involvement by children in the community to show them the community values and appreciates them
- children and families providing service to others, so the child and family serve the community.
- Offers community-service options, especially for older children.
- Develops a list of community resources, which staff members use to expand program offerings.
- Recruits members from the community and community-based organizations to sit on the ASQ team.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff seek out ways to help the custodial staff care for the site.
- Staff develop and maintain list of community resources for field trips, presentations, etc. and get the list into the binder or date base.
- Staff build new community contacts for programming application.
- Staff invite community members to share their special talents and expertise with children in the program.
- Staff plan activities to help children get to know the larger community.
- Staff use community public facilities such as libraries, parks, and community centers for the expansion of program offerings.

#### **Creates and maintains an environment which informs and empowers children so that:**

- Children returns school property/ environment in as good or better condition than they found it.
- Children show an interest in improving the community.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 20 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Four: 5 Points**

- Maintains a library of current community and national resources for staff to use, including books, videotapes, and training materials.
- Attends school faculty/design team/PTA meetings.
- Collaborates on school projects (family fun nights, fund raisers, PTA projects, etc.) and shared goals.
- Works with the school to identify common goals and desired results, work toward a broad curriculum approach, and share and address challenges and problems.
- Works with school counselor and teachers frequently on shared goals for child development.
- Builds opportunities for children and families to be involved in the community into intentional programming.
- Collaborates with community centers/nursing homes/businesses on shared goals, such as public service projects and work force development.
- Advocates for quality school-age care in the community.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff know staff and faculty names and treats them with respect and as individuals.
- Staff are active in the school community.
- Staff promote bonding to the school so children care about their school.
- Staff provide the principal information to go into the school newsletter.
- Staff understand and consider that a child's ability to perform well and learn is affected by what happens outside and inside the classroom setting.

Staff provide regular opportunities, through intentional programming, for the following (1 point each):

- children experiencing caring neighbors
- parental involvement in school and the program
- involvement by children in the community to show them the community values and appreciates them
- children and families providing service to others, so the child and family serve the community.

Staff offer community-service options, especially for older children.

**Creates and maintains an environment which informs and empowers children so that:**

- Children seek out ways to help the custodial staff care for the site.
- Children plan activities that help them get to know the larger community.
- Children show care and pride in their school.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 5 Points**

- Hosts school pride/school appreciation events and activities.
- Shares academic performance goals and SAC goals with school faculty and collaboratively develop action plans for program improvement and design enrichment opportunities.
- Sits on IEP teams of children in our program.
- Provide opportunities for school to participate in public service and Children’s Choice projects.
- Encourages community businesses to provide release time for employees who volunteer their special expertise and donate supplies and equipment.
- Asks community churches, civic clubs, and social service agencies for volunteers, funding, and community service opportunities for children.
- Establishes relationships with local colleges and universities that provide student volunteers and a wealth of faculty expertise.
- Applies for available sources of community and national funding.
- Volunteers on a community involvement committee related to school-age care such as: NMSACA, NMAEYC, NMCCA.
- Staff, children, and families volunteer and raise funds for community events.
- Assesses resources within the community by seeking support from and building relationships with local businesses and institutions.
- Identifies what data needs to be collected and how it needs to be collected and if necessary works with external evaluators to assess the program.
- Shares data with board, school staff, and other stakeholders and utilizes it to improve program quality.
- Uses data to document the impact of quality afterschool programming to make the case for the program’s importance with the school community and political leaders.

**Trains, informs, supervises, and empowers staff so that:**

- Staff attend school faculty/design team/PTA meetings.
- Staff collaborate on school projects (family fun nights, fund raisers, PTA projects, etc.) and shared goals.
- Staff work with the school to identify common goals and desired results, work toward a broad curriculum approach, and share and address challenges and problems.
- Staff work with school counselor and teachers frequently on shared goals for child development.
- Staff build opportunities for children and families to be involved in the community into intentional programming.
- Staff collaborate with community centers/nursing homes/businesses on shared goals, such as public service projects and work force development.
- Staff advocate for quality school-age care in the community.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_  
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**8. ENSURES facilities, environment, equipment, & supplies are regulated efficiently and responsibly used, kept clean, tidy, in good working order, and are presented and maintained in an aesthetically pleasing way that promotes diversity.**



**Level One (Required Field): 5 Points**

- Meets or exceeds state health and safety codes for indoor space.
- Ensures appropriate cleaning supplies are available for staff to use.
- Ensures environment and equipment clean and organized.
- Ensures program materials are clean, complete, and in good repair.
- Uses good judgment and keeps in mind safety while designing and setting up program space.
- Limits food to one area of the activity space.
- Ensures children can easily access and put away materials by themselves and arrange materials and equipment to suit their activities.
- Maintains a variety of portable, gross motor equipment and fine motor or construction materials that are readily available and accessible.
- Maintains a variety of games, puzzles, and books for various age and skill levels that are readily available and accessible.
- Maintains a variety of dramatic play materials that are readily available and accessible.
- Ensures program space, indoor environment, and outdoor environment are accessible to children with disabilities to allow full inclusion.
- Meets or exceeds state health and safety codes for outdoor space.
- Ensures children are always given the option of outdoor play for as long as they choose, precluding times of extreme weather/environmental conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.)
- Ensures equipment for active play is safe.
- Ensures most convenient and safest routes are used by all children in the program to move from one place to another (e.g., from cafeteria to gym, restrooms, playground, etc.)

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 15 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 5 Points**

- Ensures floors and walls of activity area are kept clean and dry (corners too).
- Ensures storage areas are organized and tidy.
- Ensures children's belongings are kept off the floor.
- Ensures indoor space allows children and youth to take initiative and explore their interests.
- Staff has enough room in the indoor space to plan various program activities.
- Ensures indoor space is available for children to participate in a variety of activities such as gross motor activities as individuals or small groups, protected from intrusion.

- Ensures space is arranged well for a variety of activities to occur simultaneously without much disruption such as active games and sports; creative arts; dramatic play; quiet games; enrichment offerings; eating; and socializing
  - Ensures quiet and noisy centers are separated.
  - There is a planned "cozy" area plus "softness" in other areas.
  - Ensures space supports the children's growing need for independence and autonomy.
  - Ensures furnishings do not overcrowd rooms, are appropriately sized and are clean and well maintained.
  - Clearly defines distinct interest areas and ensures they are used for their designated purpose.
  - Uses room dividers to define interest areas and ensure small group sizes.
  - Keeps, as much as is in one's control, heat, ventilation, noise level, and light in the indoor space comfortable.
  - Enhances signage with pictures so children who cannot read can understand the messages.
  - Displays décor, such as posters; schedule of activities; program rules; children's artwork; and parent information.
  - Displays images of children, their friends, their family members, and staff.
  - All aspects of the environment are linguistically, culturally, and developmentally appropriate.
  - Ensures materials are developmentally appropriate for the age range of children in the program.
  - Ensures materials promote program's mission.
  - Ensures sufficient materials exist for the number of children in the program with enough materials for three or more children to use most items at once.
  - Ensures children have access to resources needed to complete homework assignments.
  - Provides a space or area for children to be alone and undisturbed by adults and/or other children.
  - Encourages children to construct make-believe places and forts, indoors and outdoors, for dramatic play.
  - Uses outdoor areas to provide a variety of new types of outdoor play experiences.
  - Provides plenty of outdoor equipment is readily available: playground balls, footballs, Frisbees, jump ropes, parachute, etc.
  - Provides bubble making solution and tools for use outside.
  - Provides sand toys, shovels, buckets, and sifters for use outside.
  - Uses blankets and books to provide quiet experiences outside.
- Trains, informs, supervises, and empowers staff so that:**
- Staff ensure environment and equipment clean and organized.
  - Staff ensure materials are clean, complete, and in good repair.
  - Staff use good judgment; keeps in mind safety while designing and setting up program space.
  - Staff ensure equipment for active play is safe.
  - Staff ensure the most convenient and safest routes are used by all children in the program to move from one place to another (e.g., from cafeteria to gym, restrooms, playground, etc.)

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 34 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Three: 5 Points**

- Frequently plays music and/or provides pleasing acoustics.
- Uses scent diffusers to add a pleasing scent and not to cover bad odors; aromas are pleasing and not overwhelming
- Ensures indoor environment reflects children's work and interests.
- Ensures children's artwork is displayed in an aesthetically pleasing way.
- Displays anti-bias and non-sexist materials that depict diverse people engaged in non-stereotypical roles.
- Ensures the bulletin boards display program activities, and are maintained well and updated frequently.
- Ensures environment is consistently set up as the "model," utilizing tablecloths, centerpieces, tents, carpets, signs, etc.
- Ensures the indoor environment contains beautiful and inviting materials with natural items such as plants.

- Ensures there is space to store projects and other items not currently in use.
- Ensures a quiet area exists that is actually quiet, not crowded, and with suitable furniture for homework or reading.
- Ensures noise level, nearby activities, interruptions, or other distractions do not impede or distract children from focus on homework.
- Ensures math or reasoning games and activities are readily available and accessible.
- Ensures science and nature materials are readily available and accessible.
- Ensures a variety of multi-cultural materials are visible to reflect the diversity of people.
- Ensures a variety of books and printed materials in the children's primary or home language, including sign language, are available.
- Plans science and nature activities outside.
- Plans water activities outside.
- Provides materials to aid children in relieving stress, handling and expressing feelings, and/or calming down (e.g., feeling books, stress balls, journals, fine motor manipulatives, etc.) in an area where they can be alone.
- Informs administration of needed bulk supplies in advance, such as: art supplies, sports supplies, first-aid supplies, and office supplies all sites.

**Trains, informs, supervises, and empowers staff so that:**

- Staff ensure games, art supplies and other equipment are kept clean and tidy.
- Staff, ensure floors and walls of activity area are kept clean and dry (corners too).
- Staff, ensure storage areas are organized and tidy.
- Staff ensure children's belongings are kept off the floor.
- Staff take proper care not to waste Children's Choice resources.
- Staff encourage children to construct make-believe places and forts, indoors and outdoors, for dramatic play.
- Staff use outdoor areas to provide a variety of new types of outdoor play experiences.
- Staff use blankets and books to provide quiet experiences outside.

**Creates and maintains an environment which informs and empowers children so that:**

- Children in the program ensure environment and equipment are clean and organized.
- Children ensures materials are clean, complete, and in good repair.
- Children consistently use the most convenient and safest routes to move from one place to another (e.g., from cafeteria to gym, restrooms, playground, etc.)

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 30 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Four: 5 Points**

- Adds new materials to extend choices periodically in response to children's interests.
- Ensures a variety of linguistically, culturally, and age-appropriate materials are accessible to children for independent and small group use.

**Trains, informs, supervises, and empowers staff so that:**

- Staff ensure noise level, nearby activities, interruptions, or other distractions do not impede or distract children from focus on homework.
- Staff frequently initiate community clean-up projects.
- Staff plan science and nature activities outside.
- Staff plan water activities outside.

**Creates and maintains an environment which informs and empowers children so that:**

- Children take care to ensure games, art supplies and other equipment are kept clean and tidy.
- Children take care to ensure their storage areas are organized and tidy.
- Children take care to ensure their belongings are kept off the floor.
- Children take proper care not to waste Children's Choice resources.
- Children can create and personalize their own private space with self-selected materials.

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 11 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 5 Points**

- The program "adopts" a part of the school to beautify.
- The program "adopts" a part of the community to beautify.
- The program initiates landscaping projects, gardening, etc.

**Creates and maintains an environment which informs and empowers children so that:**

- Children ensure that children doing homework are not distracted or interrupted by nearby activities and/or noises.
- Children initiate and plan science and nature activities outside.
- Children initiate and plan water activities outside.
- Children frequently initiate community clean-up projects.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 7 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**9. *DEVELOPS, USES, & MAINTAINS accurate records essential for control, assessment and reporting of program activities and progress. MANAGES the efficient use of fiscal resources.***



**Level One (Required Field): 5 Points**

- Obtains and maintains up-to-date state license.
- Collects and maintains children's registration and payment contracts on site.
- Maintains and inconspicuously posts listing of children's allergies and photograph restrictions.
- Documents monthly fire drills.
- Ensures staff supplies are available: pens, registration packets, time sheets, radios, etc.
- Finalizes hiring process of each new employee by collecting application, new hire checklist, finger prints or clearance letter, CPR certificates, transcripts, signed written job offer, signed job description, and completed employment verification checklist, and places copies in the licensing notebook.
- Keeps accurate records of weekly staffing schedules.
- Provides appropriate receipts and records for all expenses.

**Trains, informs, supervises, and empowers staff so that:**

- Staff ensure registration materials are completed in full before accepting them and turning them in to the office.
- Staff ensure children are signed in and out.
- Staff record daily attendance and staff member totals.
- Staff record any changes made to the snack calendar.
- Staff document child accidents according to the emergency procedures.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 13 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Two: 5 Points**

- Professionally organizes licensing book so that required items are easy to find.
- Documents staff training, professional development, and performance problems.
- Submits monthly curriculum on the 15<sup>th</sup> of the month prior to calendar due date, with documentation of staff planning and child planning, descriptions of new games, enrichment or activity ideas.
- Produces monthly newsletter.
- Ensures program does not drop far below the 10:1 ratio: do not overstaff, encourage staff to "clock-out" when the ratios drop, and/or Utilize staff time by delegating important tasks to utilize human resources efficiently: such as site cleaning/maintenance, making copies, getting materials ready for the next day, etc.
- Documents the goals and behavior of children in the program.
- Facilitates the completion of one round of the ASQ process each year.
- Asks for the lowest possible group rate when booking field trips.
- Follows purchasing procedures: uses tax-exempt forms.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 9 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Three: 5 Points**

- Charts on monthly 1:1 supervision meetings with staff, following through on goal setting and professional development.
- Fills out proper paperwork with departing staff to determine reason for leaving.
- Monthly curriculum includes documentation of staff planning and child planning, descriptions of new games, enrichment or activity ideas.
- Documents kids' council meetings & activity planning.
- Keeps record of ASQ, Design Team, and staff program-planning meetings.
- Documents funny things kids do and say a "memoir" of the work.
- Obtains and maintains national accreditation.
- Pays the least we can for what we need by using coupons, buying generic items, avoiding pre-processed and individually packaged items, etc

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff take a role in ensuring that program does not drop far below the 10:1 ratio: notifies site director, "clock-out" when the ratios drop, and/or utilize time by completing important tasks to utilize human resources efficiently: such as site cleaning/maintenance, making copies, getting materials ready for the next day, etc.
- Staff contribute to monthly newsletter.
- Staff document activity and enrichment club ideas in writing and include a summary of the experience for future reference.
- Staff, other than site director, document the goals and behavior of children in the program.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 12 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Four: 5 Points**

- Keeps written lesson plans are kept in planning file on site that can be used by staff in the future.
- Develops and maintains a great system of charting on staff/family/individual goals for children in our program, including anecdotal record taking & goal setting strategies.
- Recruits volunteer human resources.
- Finds alternate sources of funding to obtain supplies, offer programs, and offer program scholarships.
- Solicits donations of goods and services appropriate for program development.
- Finds new ways to cut unnecessary funding with the goal of efficient use of resources.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff document funny things kids do and say a "memoir" of their work.

**Creates and maintains an environment which informs and empowers children so that:**

- Newsletter is above standard: created mostly by kids, creative & interesting, features child artwork, photographs used, professional in appearance.
- Children document Kids' Council meetings and their own activity planning ideas.

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 9 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 5 Points**

- Professionally documents a sophisticated system of staff supervision and participative staff development, an on-going log of communication about the progress of goals and development.
- Keeps record of activity planning in a way, which can easily be developed into professional written materials or used by future staff as program planning tools.

**Trains, informs, supervises, and empowers staff so that:**

- Staff recruit volunteer human resources.
- Staff find alternate sources of funding to obtain supplies, offer programs, and offer program scholarships.
- Staff solicit donations of goods and services appropriate for program development.
- Staff find new ways to cut unnecessary funding with the goal of efficient use of resources.

**Creates and maintains an environment which informs and empowers children so that:**

- Children document their own experiences and goals for personal growth.

Staff Score Average:
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\_\_\_\_\_ # Criteria Met / 7 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**10. DEMONSTRATES professionalism, is proactive in professional development of self and staff, holds staff accountable for performance standards and goals, and follows through on own goals.**



**Level One (Required Field): 10 Points**

- Is at least 21 years of age
- Has completed at least **(Please identify which):**
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field
    - AND 1 year of experience
  - OR AA degree or 2 years of college
    - AND 2 years of experience working with school-age children
  - High School diploma or GED
    - AND 3 years of experience working with school-age children

- Limits conversations among staff about personal matters to before the children arrive or are brief.
- Receives and documents at least 30 hours of training annually.
- Attends national conferences and attends every session of workshops offered.
- Models caring and consideration for other staff members in matters of punctuality and attendance so as to cause no supervision problems or inconvenience to co-workers.

Sets good example and high expectations for staff by modeling (check all that apply, 1 point each):

- positive attitude
- punctuality
- reliability and a hard work ethic
- risk management
- sense of community
- commitment to what is best for the organization and children
- Conducts an on-site orientation for all new employees that includes:
  - A written job description, reviewed with each staff member.
  - Written staff responsibilities to children, families, and program and personnel policies, reviewed with each staff member.
  - A comprehensive, verbal orientation that includes: program philosophy; routines; practices; activities; discipline methods; written policies and procedures; emergency procedures; confidentiality policies; and interaction with children and parents.
- Provides continuous supervision and gives specific feedback to enhance and improve their performance through formal and informal conversations with all individual staff members.
- Regularly assesses staff members' personal training needs in core competency areas and requires attendance at professional development workshops, institutes, seminars, or courses to address those needs.
- Leads a weekly staff meeting at least 3 times a month.
- Cooperates and is a "team-player" with other site directors.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 17 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### Level Two: 10 Points

- Has completed at least (**Please identify which**):
  - a Bachelor's Degree in a related field **AND**
    - six months experience

**OR**

    - six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - **OR** a Bachelor's Degree in an unrelated field **AND**
    - one year of experience

**OR**

    - nine credit hours
      - child youth and development (3)
      - other areas related to afterschool programming (6)
  - **OR** AA degree or two years of college in a related field or equivalent certification **AND**
    - eighteen months experience

**OR**

    - nine credit hours
      - child and youth development (3)
      - other areas related to afterschool programming (6)
- Gives staff paid planning time.
- Gives staff ample time to discuss their concerns regarding the program.
- Informs and encourages staff to attend CC trainings.

- Confronts performance problems professionally and in a timely manner.
- Documents all supervision/feedback sessions, formal and informal, that includes staff and own signatures.
- Provides probationary written performance evaluations of staff at their 30 day and 90 day mark.
- Provides written evaluations of staff each six months from their date of hire, **using self, supervisor, peer and child input.**
- Gives a copy of the evaluation and goals to the employee and submits original paperwork, coversheet and any recommendations for salary adjustments to Program Coordinator.
- Leads own site staff meetings with the goal of facilitating positive communication and growth, and timely accomplishment of tasks.
- Attends all staff meetings, staff trainings, design team meetings, 1:1 supervision meetings, ASQ meetings, and site director meetings as an example of a positive attitude and hard work ethic.
- Seeks out workshops at national conferences that specifically address goals and needs for self, program, and organization.
- Completes a self-evaluation every 6 months from date of hire (every 12 months after 2 years in director position).
- Develops goals that reflect internal and external development of professional skills.
- Develops goals that are testable and measurable.
- Develops goals that address the short-term and the long-term.
- Is respectful to other site directors in terms of valuing their input and respecting their leadership among staff.

**Trains, informs, supervises, and empowers staff so that:**

- Staff adhere to the *School-Age Care Code of Ethics* that makes positive development of children their highest priority.
- Staff arrive at work ready to play.
- Staff show caring and consideration for each other in matters of punctuality and attendance so as to cause no supervision problems or inconvenience to co-workers.
- Staff limit conversations among staff about personal matters to before the children arrive or are brief.

Staff, other than site director, consistently show (1 point each):

- positive attitude
- punctuality
- reliability and a hard work ethic
- risk management
- sense of community
- commitment to what is best for the organization and children
- Staff meet licensing requirements regarding age, education, and experience for their particular jobs
- Staff assess their own personal training needs in core competency areas and attend professional development workshops, institutes, seminars, or courses to address those needs.
- Staff receive at least 24 hours of training each year in the following competency areas:
  - Health, safety, and nutrition including first-aid; CPR; nutrition; and infection control
  - Human relationships including staff-children relationships; children-children or peer relationships; staff-staff teambuilding and communication; staff-families collaboration and relationships; appreciating cultural and linguistic diversity; behavior management; communication skills; group processes; working with diverse families; and working with special needs children.
  - Indoor and outdoor environment including space design; environment safety and quality inspections; and afterschool environmental rating scales
  - Activities and developmentally appropriate content including developing multiple activities for a wide range of age and skill levels, intentional programming, developmental assets, and developmentally appropriate practices for afterschool
  - Assessment of children and programs including child and early adolescent development, recognizing range of children's abilities, observation skills, and ARQ (NAA's Advancing and Recognizing SAC Quality)
  - Professionalism and program administration including program management and evaluation, leadership behavior, budget development and management, community collaboration

- Staff, other than site director, provide continuous supervision and feedback to one another through formal and informal conversations.
- Staff consistently attend weekly staff meetings.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 31 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Three: 10 Points**

- Has completed at least (**Please identify which**):
  - a Bachelor's Degree in a related field
    - AND six months experience
    - AND six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - OR a Bachelor's Degree in an unrelated field,
    - AND one year of experience
    - AND nine credit hours
      - child youth and development (3)
      - other areas related to afterschool programming (6)
  - OR AA degree or two years of college in a related field or equivalent certification,
    - AND eighteen months experience
    - AND nine credit hours
      - child and youth development (3)
      - other areas related to afterschool programming (6)
- Provides appropriate developmental level of supervision and guidance to staff (new staff, intermediate staff, expert staff).
- Follows up on staff evaluations by working with each employee to develop goals based on their evaluation.
- Regularly observes and plans for improvement of the performance and behavior of staff and program.
- Applies and implements lessons from trainings, seminars, and national conferences at site.
- Shares information and strategies learned at national conference workshops with staff and leadership team.
- Encourages a strong sense of community at administrative levels.
- Follows through on goals, reflecting on them and working on them between evaluation periods and periods between supervision meetings.
- Comes to supervision meetings ready to initiate conversation about goal progress and professional development.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff do fair share of setting up and maintaining the model environment.
- Staff complete a self-evaluation every 6 months from date of hire.
- Staff develop goals that reflect internal and external development of professional skills.
- Staff develop goals that are testable and measurable.
- Staff develop goals that address the short-term and the long-term.
- Staff receive training to accept, respect, celebrate, and be responsive to the multi-cultural diversity of the community.
- Staff receive training in how to respond appropriately to socially sensitive issues such as smoking, drugs, tattoos, body piercing, sexuality, dating, cults, religion, ghost or horror stories, divorce, and their own personal lives.
- Staff receive training for setting up space and design activities to support program goals and promoting safety, health, and nutrition of children.

- Staff receive training for focusing on the needs and interests of children, speaking and listening to children in a manner that respects individuals, and creating and supporting emotionally safe environments.
- Staff receive training in fair and consistent disciplinary steps and behavior management and discipline techniques that teach children self-guidance and discipline, which achieve positive outcomes in areas of problem solving and interacting with others, and guide behavior in an appropriate manner.
- Staff show respect for other sites, other staff, and other directors.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 20 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Four: 10 Points**

- Provides staff with a listing of workshops, seminars, and other staff development opportunities that are offered by local trainers, community colleges, churches, and community organizations and encourages staff to attend.
- Includes staff-development activities in staff meetings.
- Includes planned opportunities for staff to share new professional ideas and materials at staff meetings.
- Develops tools and strategies for staff and other site directors to implement lessons from trainings and national conferences.
- Supports and provides appropriate levels of guidance to other site directors.

#### **Trains, informs, supervises, and empowers staff so that:**

- More experienced/ skilled staff provide appropriate developmental level of supervision and guidance to other staff (new staff, intermediate staff, expert staff).
- Staff provide continuous feedback and professional development needs to the program director.
- Staff regularly observe and plan for improvement of the program.
- Staff apply and implement lessons from trainings, seminars, and course work at site.
- Staff follow through on goals, reflecting and working on them between evaluation periods and periods between supervision meetings.
- Staff come to supervision meetings ready to initiate conversation about goal progress and professional development

#### **Creates and maintains an environment which informs and empowers children so that:**

- Children in the program do their fair share of setting up and maintaining the model environment.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 12 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

### **Level Five: 10 Points**

- Makes a professional library containing current materials on a variety of school-age care subjects available to staff.
- Develops training modules to be used with our staff and presented at local and national conferences.
- Facilitates the use of Teaching Strategies modules for self-guided training of employees that require extra training.
- Fully internalizes the critically reflective and future/change focused nature of professional development.
- Develops training modules based on information from research, national conferences, and/or other trainings.

#### **Trains, informs, supervises, and empowers staff so that:**

- Staff provide information on workshops, seminars, and other staff development opportunities that are offered by local trainers, community colleges, churches, and community organizations and encourages staff to attend.

- Staff share new professional ideas and materials at staff meetings.
  - Staff develop tools and strategies for site to implement lessons from trainings and course work.
- Creates and maintains an environment which informs and empowers children so that:**
- Children regularly assess and make plans for improvement of the program.
  - Children apply and implement learned lessons at site.
  - Children consistently show respect for other sites, other staff, and other directors.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 11 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**11. The Gestalt: This page is used for feedback on the big picture. Employee attitude, professionalism, verbal and written communication, etc.**

**12. Personal Goals: In the space provided below or using additional space, please outline your personal goals for the positive development of the program and your job. How do you want the program or your job to change? What are your priorities? Where do you see yourself in 3-5 years?**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SUMMARY**

Staff  
Average  
Score:

Staff  
Average  
Score:

Staff  
Average  
Score:

Staff  
Average  
Score:

Staff  
Average  
Score:

Staff  
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Staff  
Average  
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Staff  
Average  
Score:

**1. Health, Safety, & Nutrition**  
 a. Level 1 (5 Points Required) \_\_\_\_\_ Points  
 b. Level 2 (5 Points Required) \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**2. Leadership & Staff Relations**  
 a. Level 1 (20 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**3. Relationships With & Among Children**  
 a. Level 1 (20 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**4. Behavior Management**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**5. Curriculum**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**6. Family Relationships**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**7. Host & Community**  
 a. Level 1 (5 Points required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**8. Environment & Equipment**  
 a. Level 1 (5 Points required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**9. Record keeping & Fiscal Management**  
 a. Level 1 (5 Points required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**10. Professionalism**  
 a. Level 1 (10 Points required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**11. Training Acknowledgement and Appreciation**  
 a. CC Training Module Hours exceeding 30 this year + \_\_\_\_\_  
 b. SAC-related Course Credits (in last year) + \_\_\_\_\_  
 c. Non-CC SAC-related Training hours (in last year) + \_\_\_\_\_  
 d. # of New Strategies Derived From Trainings that are Documented and Applied (in last year) X 2 + \_\_\_\_\_ = \_\_\_\_\_

**EVALUATION TOTAL** \_\_\_\_\_

**TOTAL POINTS EARNED** \_\_\_\_\_