



# Michigan Out-of-School Time **Standards of Quality**

Michigan State Board of Education  
March 12, 2013

## **Self-Assessment Checklist**

Adapted  
January 2016



# **Michigan Out-of-School Time (MOST) Standards of Quality Self-Assessment Checklist**

## **Introduction**

This document was developed as a companion to the MOST Standards of Quality which were adopted by the Michigan State Board of Education in March 2013 and endorsed by the Michigan After-School Partnership and the Michigan AfterSchool Association. The Self-Assessment Checklist will assist schools and other organizations in developing high-quality, comprehensive out-of-school time (OST) programs. The standards are based on research concerning quality programs for school-age children.

A set of critical components for OST programs is presented in the MOST Standards of Quality document as seven distinct areas for which quality standards have been established. These components are:

- Health and Safety;
- Human Relationships;
- Program Staffing;
- Indoor and Outdoor Environment;
- Program Activities;
- Administration; and
- Single-Purpose Programs.

These standards define the recognized indicators of OST program quality.

## **Definitions**

Throughout this document “Out-of-School Time” (OST) is used to fully describe before school, after school, times and days when there is no school due to teacher training, snow days, vacations and summer. Comprehensive OST programs ideally include both Expanded Learning Opportunities (ELO) to support the school day and School-Age Care (SAC) to support working families. Comprehensive programs provide safe places for students when their families are not available, as well as academic support, enrichment activities, and child and youth development opportunities. Some single-purpose programs may serve children and youth who do not need comprehensive services. However, many of the same guidelines and safeguards should be available for children and youth at any time they are served by programs outside of school hours and not accompanied by their families.

## **How to use this document**

This Self-Assessment Checklist may be used as a guide to developing and evaluating OST programs for all children and youth in grades K-12. These standards indicate very high quality, age-appropriate practices. Programs may be specifically mandated by their funding source to follow these standards. The MOST Standards of Quality are voluntary for all other OST programs. The Michigan Department of Education and the State Board of Education recommend the use of the MOST Standards of Quality and this Self-Assessment Checklist, along with other assessment tools for program monitoring and self-assessment [e.g., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS)].

The components and related standards will be relevant to all high-quality OST programs; however, some single purpose programs may not find all components applicable to their programs but should minimally apply all standards within the Health and Safety and Human Relationships in addition to the Single Purpose Programs components.

## **Rating the Quality of Your Program**

It is recommended that programs use a team approach when conducting the self-assessment. Greater strides will be made when all involved parties contribute to the process and help shape a program's goals. The process below describes the procedure that can be used by an entire after-school staff to conduct a program self-assessment. Professionals are encouraged to adapt the same process to include participating youth, families and community partners.

Participants of this program self-assessment process should individually rate the content and management of the program based on the frequency with which the program achieves higher levels of quality as described in each of the Quality Indicators.

- The rows below each standard are Quality Indicators of how that Standard may be seen in an after-school program. Not all indicators will be present in each program.
- The Comment/Evidence rows allow space to include examples of how that particular standard is observed at the program. Notes in the Comments/Evidence sections should describe what is observed and support the rating that is selected.
- Use the following scale by checking the appropriate column for each indicator) to determine the rating and frequency of the Standards and Quality Indicators within the program:
  - "Mastered" is checked if the indicator describing the Model Standard is present consistently at a high level of quality.

- “In Place” is checked if the indicator is present some of the time, but may not be consistent across all program components or not followed consistently.
- “Planned” is checked if the indicator is not currently present, but plans to include this component to increase program quality are being developed.
- “Not Planned” is checked only in instances of program components that do not apply based on the type of program that is being rated or implementation planning has not yet begun.
- Use the following timeline references to indicate an initial plan for goal setting:
  - “Right Now” is checked if the indicator should or can be modified or incorporated into regular practice immediately.
  - “This Year” is checked if the indicator is something that the program staff agree can be worked toward in the current school-year or calendar year.
  - “Next Year” is checked if the indicator is one that is a goal for future implementation.

### **Using a Team Approach to Program Quality Self-Assessment and Goal Setting**

A Program Leader or Site Director can facilitate this process by:

- Engaging all program staff in the launch of the self-assessment process, emphasizing the value of program quality improvement.
- Distributing the MOST Standards of Quality and the Self-Assessment Checklist to all program staff; ensuring that staff review and become familiar with them in advance.
- Allotting each staff member the necessary time to complete an individual self-assessment for all Standards to the best of their knowledge and experiences.
- Convening program staff as a group to discuss their individual observations.
- Agreeing on a group consensus rating, and deciding on the top priorities for quality improvement.
- Setting specific timelines for working on specific goals related to the Standard and indicator to be worked on.
- Creating a program-wide Self-Assessment Checklist that reflects the staff’s agreement on ratings and consensus of priorities for improvement.
- Developing program goals within a Quality Action Plan (QAP).
- Monitoring the QAP and its timelines to ensure progress is being made on schedule.
- Celebrating your team’s successes in meeting your own program’s goals for improvement!

# I. Health and Safety

<b>A. The physical, social and emotional health, safety, and security of all children and youth are protected.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. In school buildings, health and safety standards required during the school day are continued in the OST program.							
2. Health and safety regulations of the Licensing Rules for Child Care Centers are met.							
3. Children and youth are supervised at all times, including during arrival and departure.							
4. A system is in place to prevent unauthorized individuals from taking children and youth from the program.							
5. Staff plan for different levels of supervision according to the level of risk involved in an activity.							
6. Staff consider the health; physical; and environmental hazards, such as: <ul style="list-style-type: none"> <li>o Playground, e.g., broken equipment or unsafe play spaces</li> <li>o Cooking, e.g., hot foods or ingredients that may cause allergic reactions.</li> <li>o Science activities, especially the use of ANY chemicals or hazardous materials.</li> </ul>							
7. Staff builds trusting relationships with children and youth that provide physical, social, and emotional security.							
8. Equipment and facilities are checked daily and maintained in a safe fashion.							
9. Programming facilitates a variety of physical and nutritional activities that meet the needs and abilities of all children and youth.							

Comments/Evidence:

# I. Health and Safety

<b>B. Written policies and a training system are in place for emergencies.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted.							
2. Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment.							
3. A procedure for emergency communication with families (e.g., phone trees, text messages, e-mail and web postings, cell phone usage) is established and communicated.							
4. A phone is available at all times.							
5. Emergency family and medical contact information is maintained in the program and available to program staff at all times.							

Comments/Evidence:

## I. Health and Safety

<b>C. Staff members are all trained to handle emergencies.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current.							
2. There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.							

Comments/Evidence:

## I. Health and Safety

<b>D. Positive policies and procedures ensure the health of all children, youth, and staff.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed.							
2. Children and youth and adults with contagious illnesses do not attend the program.							
3. The spread of illness is contained by proper hand washing procedures and appropriate hygiene practices.							

Comments/Evidence:

## I. Health and Safety

<b>E. Appropriate transportation rules are followed.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school.							
2. Children and youth with special needs are transported in a safe, comfortable and appropriate manner.							
3. Field trip transportation is arranged with the knowledge and consent of parents/guardians, and follows transportation rules for school field trips as listed in the Licensing Rules for Child Care Centers for licensed programs.							
4. Public transportation is utilized in the manner approved in the Revised School Code or by the Licensing Rules for Child Care Centers.							

Comments/Evidence:

## I. Health and Safety

<b>F. Proper procedures for the administration and handling of medication and individual medical procedures are developed.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Procedures are written, implemented and distributed in program handbooks to staff and parents.							
2. Medication administration regulations of the Licensing Rules for Child Care Centers are met.							

Comments/Evidence:

## I. Health and Safety

<b>G. The program serves food and drinks that meet the needs of all children and youth.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. OST programs serve a minimum of one snack if children and youth attend fewer than 2½ hours. Students who attend longer programs receive an additional snack or meal.							
2. Food provided must be of nutritional quality to meet the minimum meal requirements of the MDE, Child and Adult Care Food Program.							
3. Children and youth participate in food selection, preparation, distribution, and clean-up.							
4. Staff members sit and eat the daily program snack or meal with children and youth.							
5. Staff discuss the health benefits of snack components with children and youth.							
6. Staff members do not bring in/consume personal food or beverages in front of the children and youth.							

Comments/Evidence:

## I. Health and Safety

<b>H. Programs serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The amount and type of food offered is appropriate for the ages and sizes of children and youth.							
2. Drinking water is readily available at all times.							
3. Food choices accommodate dietary restrictions related to allergies, food intolerance, religion, and culture.							
4. Students' special nutritional needs are documented and all staff are made aware of accommodations.							

Comments/Evidence:

## I. Health and Safety

<b>I. The program creates a social environment, including positive relationships, that encourages children and youth to enjoy healthy foods.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Food is not used as a reward or punishment.							
2. Holidays and birthdays are celebrated with healthy items (if celebrated).							
3. Fundraisers emphasize healthy foods or rely on non-food items.							

Comments/Evidence:

# I. Health and Safety

<b>J. Food is stored and prepared safely.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Food storage and preparation standards are maintained as required by the Licensing Rules for Child Care Centers.							
2. Appliances for heating and cooling food are maintained in a safe manner.							

Comments/Evidence:



## II. Human Relationships

<b>A. Adult/student relationships are authentic, consistent and positive.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff treat all children and youth respectfully, positively, and warmly.							
2. Staff support children and youth in building new skills.							
3. Staff encourage children and youth to exercise creativity, curiosity, and their imagination.							
4. Children and youth appear engaged, focused and interested in the program.							
5. Staff give attention to children and youth and their individual needs, temperaments, special interests, and abilities.							
6. Staff provide opportunities for children and youth to engage with positive adult role models individually and in small groups.							

Comments/Evidence:

## II. Human Relationships

<b>B. All relationships engage children and youth in positive and respectful ways.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff provide a safe, respectful environment where children and youth and families may interact in positive ways.							
2. Clear expectations are established cooperatively with children and youth and maintained consistently.							
3. Staff model and encourage communication, cooperation, and child and youth-centered approaches to reframe conflict.							
4. Staff promote psychological and emotional safety at all times.							
5. Staff promote supportive peer interactions by encouraging collaboration, teamwork, and positive communication.							
6. Staff interact with children and youth using various approaches to help students learn to think for themselves, develop problem solving skills, and improve language skills.							
7. Staff support children and youth with encouragement and attribute success to effort, attention, practice, and persistence.							
8. Staff actively involve children and youth in decision making and leadership roles.							

Comments/Evidence:

## II. Human Relationships

<b>C. The program creates a positive social environment where all students feel safe.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff teach, encourage and model positive behaviors.							
2. Staff greet children and youth by name upon their arrival.							
3. Staff acknowledge and positively support desired behaviors with children and youth.							
4. Staff communicate expectations of desired behaviors with children and youth and families at the beginning of the program.							
5. Staff utilize opportunities to help students develop positive/appropriate responses or social skills.							

Comments/Evidence:





### III. Program Staffing

<b>A. Staff to student ratios and group size are established to ensure that authentic, helpful, and caring relationships can be established and maintained between children and</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Adequate numbers of qualified staff are hired, trained, and on-site.							
2. Staff to student ratios are maintained consistently.							
3. At least two adult staff members are present in the program at all times when children and youth are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult.							
4. Group size does not exceed 30 children or youth. A group consists of those children and youth and their program staff members who function as a unit for activities.							
5. Adult to student ratios do not exceed: <ul style="list-style-type: none"> <li>• Grades K to 3—one adult for ten students.</li> <li>• Grades 4 to 12—one adult for 15 students.</li> </ul>							
6. Additional adults are present when children and youth with special needs require more supervision.							
7. Mixed-age groups follow the ratio requirement for the youngest student in the group.							
8. Sufficient staffing is available to meet ratios in all locations when groups are split between indoor and outdoor or separate activity areas.							

Comments/Evidence:

### III. Program Staffing

<b>B. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff members communicate and cooperate with each other consistently.							
2. Staff members support each other through shared planning, coordination, and flexibility.							
3. Staff members treat each other in a professional manner.							

Comments/Evidence:

### III. Program Staffing

<b>C. Staff composition and training reflect sensitivity to diversity, gender equity, and ability.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and youth and families served.							
2. Staff training in diversity is provided, including meeting needs of children and youth with special needs.							
3. Staff members are sensitive to, and respectful of children's and youth's culture, religion, home language, and beliefs.							
4. Staff avoid teaching stereotyped expectations to children and youth, especially in areas of academic achievement and career preparation.							
5. Staff promote gender equity.							
6. Staff members are sensitive to individual students' special needs and abilities.							

Comments/Evidence:

### III. Program Staffing

<b>D. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range.							
2. Staff qualifications align with the program goals and objectives and are based on the <i>National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals</i> .							
3. The plan for staff selection includes checking references, criminal history, central registry, and background.							

Comments/Evidence:

### III. Program Staffing

<b>E. A written plan for recruitment, orientation, and retention of staff is developed and implemented.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making.							
2. The plan is considered by board members and administrators in budget development.							
3. New staff participate in eight or more hours of pre-service orientation activities. Pre-service orientation activities include elements of child and youth development.							

Comments/Evidence:

### III. Program Staffing

<b>F. Each site has an adult site supervisor or director with decision-making responsibilities.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The site supervisor/director is at least 21 years of age and has a bachelor’s degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school time and/or possesses the Michigan School-Age Youth Development Credential.							
2. The site supervisor/director is available onsite when students are onsite.							

Comments/Evidence:

### III. Program Staffing

<b>G. Program staff working directly with students are well trained with appropriate experience to work in the OST field with children and youth.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff possess the Michigan School-Age Youth Development Credential.							
2. Staff will have training and experience that is appropriate for the type of programming, ages, needs, and abilities of the children and youth served.							

Comments/Evidence:

### III. Program Staffing

<p><b>H. A written plan for on- going staff development is implemented and budgeted.</b>  <b>This plan must include:</b></p> <ul style="list-style-type: none"> <li>• <b>typical and atypical child and youth development;</b></li> <li>• <b>age-appropriate curriculum;</b></li> <li>• <b>behavior management; gender equity; cultural sensitivity; and inclusion;</b></li> <li>• <b>health/safety;</b></li> <li>• <b>mental health/social emotional learning;</b></li> <li>• <b>healthy eating/nutrition;</b></li> <li>• <b>physical activity;</b></li> <li>• <b>partnering with families;</b></li> <li>• <b>child/adult CPR/first aid/ emergency procedures;</b></li> <li>• <b>child abuse and neglect prevention and reporting;</b></li> <li>• <b>record keeping;</b></li> <li>• <b>appropriate activities; and</b></li> <li>• <b>Licensing Rules for Child Care Centers.</b></li> </ul>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff.							
2. Individual staff development plans are developed and reviewed at least annually based on the <i>National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals</i> .							
3. Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented.							
4. Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.							

Comments/Evidence:

### III. Program Staffing

<b>I. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The written, board-approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention.							
2. The plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.							

Comments/Evidence:

### III. Program Staffing

<b>J. All staff who work with children and youth are physically/mentally able to perform outlined job duties and are free of criminal convictions.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff physicals are required prior to employment, and are updated at least every three years.							
2. Criminal background checks and central registry clearances are required prior to employment as required by Licensing Rules for Child Care Centers.							

Comments/Evidence:

### III. Program Staffing

K. Staff evaluation is established and used for ongoing professional development.	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Each staff member is evaluated semi-annually by the supervisor.							
2. Staff evaluations are used to guide decision- making about professional development activities connected to program goals and objectives.							

Comments/Evidence:



## IV. Indoor and Outdoor Environment

<b>A. The indoor environment is established to offer a safe, comfortable, age/ability appropriate, stable facility with adequate space to carry out the program and meet the needs of all</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. There is specific space that is safe, clean, and comfortable with enough room for all program activities.							
2. There is convenient access to running water for program activities and cleaning.							
3. The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet activities, homework, spaces for groups of children and youth, and privacy for individual students.							
4. There is adequate space for storage of equipment and materials, as well as personal possessions. The physical environment can be modified to meet the needs of the program offerings and special needs of individuals.							
5. The program adheres to safety regulations and policies including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.							
6. Written guidelines are in place regarding the use and maintenance of program facilities.							
7. The program works cooperatively with other programs in meeting space constraints in shared spaces.							

Comments/Evidence:

## IV. Indoor and Outdoor Environment

<b>B. The outdoor environment is established to offer a safe and age/ability appropriate area for daily outdoor play and sports.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. There is adequate outdoor space available for large motor and sports activities daily.							
2. Children and youth may choose to use a wide variety of outdoor equipment and games for active and quiet play.							
3. Use of the Public Playground Safety Handbook is recommended when applicable.							
4. All outdoor equipment and spaces are suitable for the sizes and abilities of all children and youth and are maintained in a safe manner.							

Comments/Evidence:



## IV. Indoor and Outdoor Environment

<b>C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age/ability appropriate, individually supportive</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Enough materials, equipment, and resources are available and accessible by program participants and are appropriate for skill levels and the number of children and youth participating.							
2. There is a full range of learning and recreational equipment and materials (e.g., cooking, woodworking, art, literacy, fitness, science, technology, engineering, and math, etc.).							
3. Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.							

Comments/Evidence:

## IV. Indoor and Outdoor Environment

<b>D. The environment is accessible to children and youth and families with disabilities.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.							

Comments/Evidence:

#### IV. Indoor and Outdoor Environment

<b>E. The environment reflects the diversity represented in the population of the community and gender equity.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Décor, materials, and resources reflect family backgrounds and interests of children and youth.							
2. Materials, photographs, and equipment are representative of a variety of cultures, populations, and abilities while avoiding stereotypes.							

Comments/Evidence:

#### IV. Indoor and Outdoor Environment

<b>F. The environment reflects various learning styles and abilities of all children and youth.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. There is a variety of age-appropriate materials within active and quiet spaces to accommodate learning styles and abilities of all children and youth.							

Comments/Evidence:

## V. Program and Activities

<b>A. Activities are planned and supported through resources which reflect the interests and abilities of the children and youth enrolled and provide support for the school-day activities, especially</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The program offers developmentally appropriate activities that reflect the mission and goals of the program.							
2. The program offers a variety of active and quiet activities that are appropriate for the age, skill level and abilities of all children and youth.							
3. Resources are available and utilized to provide a variety of child and youth-centered and child and youth-led activities that increase the opportunities for all children and youth to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).							
4. The program provides planned daily recreation, sports, or fitness activities that are at least 20 percent of daily program time.							
5. When weather does not permit outdoor participation, active indoor movement and games are offered.							
6. The program offers enrichment opportunities in core academic areas as well as in cultural arts and technology.							

Comments/Evidence:

## V. Program and Activities

<b>B. The comprehensive curriculum addresses the needs of the individual, as well as group needs, and supports the school curriculum.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff members demonstrate awareness of students' individual daily needs, abilities, and learning styles and plan to accommodate them in daily programming/activities.							
2. There is a clear rationale for the activities chosen.							
3. Activities challenge participants intellectually, creatively, and/or physically and require building, learning, and applying a progression of new skills.							
4. Formal processes or structures are in place linking the program to the school day.							
4. Activities have educational, social-emotional, physical or life-skills outcomes.							

Comments/Evidence:



## V. Program and Activities

<b>C. Program development and implementation is carried out in such a way to include significant child and youth choice and child and youth involvement in planning and leading.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Staff give children and youth many opportunities to plan, carry out and evaluate their own activities. Children and youth are included in the planning and design of the program and activities offered.							
2. Children and youth are encouraged to offer ideas, take the initiative, make suggestions, and lead program activities.							
3. There are opportunities for children and youth to participate and develop connections with their larger community.							
4. Students and staff share leadership and control of program activities.							
5. Children and youth are appropriately involved in decision making and the planning, management, evaluation, implementation and improvement of the program.							

Comments/Evidence:



## V. Program and Activities

<b>D. Families are appropriately involved in decision making, planning, management, evaluation, implementation and improvement of the program</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Multiple systems are in place for families to be involved and to provide input regarding policies, procedures, curriculum, etc.							
2. Multiple systems are in place for maintaining communication with families.							
3. Families and community members are invited to collaborate with staff and participate in the program.							
4. Expectations for adult participation in the program are clearly communicated.							

Comments/Evidence:

## V. Program and Activities

<b>E. School day and OST activities are linked in ways that support the academic development of each individual child regardless of ability.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum.							
2. OST staff members work with individual teachers and parents to support homework and academic needs of children and youth.							
3. OST staff members participate in school-wide and/or community activities and goals.							
4. OST programming is based on best practices for addressing barriers to learning and promoting positive development.							

Comments/Evidence:

## V. Program and Activities

F. Program collaborates with other children and youth organizations, community resource agencies and schools to meet the needs of all participating youth.	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Program staff establish mechanisms for regular communication to coordinate with children and youth serving agencies.							
2. Program staff collaborate with school counselors, coaches, teachers and community members to determine the needs and provide support for children and youth in the community.							

Comments/Evidence:



## V. Program and Activities

<b>G. The program regularly includes components of character education as defined by the Michigan state Board of Education Policy on Quality Character Education.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Curriculum planning regularly includes components of character education: <ul style="list-style-type: none"> <li>• service learning;</li> <li>• conflict resolution;</li> <li>• asset building;</li> <li>• leadership;</li> <li>• decision making skills for healthy choices;</li> <li>• peer activities—older with younger;</li> <li>• intergenerational activities; and</li> <li>• peer mediation.</li> </ul>							
2. Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.							

Comments/Evidence:

## V. Program and Activities

<b>H. Computer technology experience, which helps children and youth become comfortable with both skills and materials, should be available at all ages.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants.							
2. Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.							

Comments/Evidence:

## V. Program and Activities

<b>I. Science, Technology, Engineering, and Math (STEM) experiences, if provided, offer active learning extensions that align with school curriculum.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. STEM experiences that offer opportunities to engage with materials and ideas are provided for all children and youth.							
2. Staff encourage children and youth to create plans, implement those plans and self-evaluate.							
3. Staff help students understand that success in STEM activities will require attention to detail, effort, and persistence.							

Comments/Evidence:



## VI. Administration

<b>A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used for data-driven decision making for program planning.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. A needs assessment is administered to prospective participants, school staff, and families. Program development and implementation is based on the collected data.							

Comments/Evidence:

## VI. Administration

<b>B. Stakeholders, including: parents; guardians; family members; school personnel; businesses; service organizations; and others in the school and community, are identified and</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals.							
2. Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged.							
3. Community goals for children and youth, as identified by a county collaborative body, education entities, or municipalities, are incorporated into the program.							
4. Students and staff share responsibilities for community outreach efforts.							

Comments/Evidence:

## VI. Administration

<b>C. There is an established budget that adequately supports the program goals and objectives.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. The budget development process reflects input from appropriate stakeholders, including the program director, site staff, other administrative staff, and the district/agency budget staff.							
2. The budget adequately supports staffing, professional development, and a variety of appropriate activities and materials related to the program goals and objectives.							

Comments/Evidence:

## VI. Administration

<b>D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high quality, sustainable program supporting these standards.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Revenues and expenses are reported and monitored utilizing effective business office procedures.							
2. Fees are established to support quality programming.							
3. Grant funds, child care subsidies, scholarships and donations are used to support program goals.							

Comments/Evidence:

## VI. Administration

<b>E. The program has developed a policies and procedures handbook for participants and staff.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Clear, concise, thorough handbooks are developed, updated regularly, and given to families, participants, and employees. The policies and procedures are administered in a consistent and equitable manner and include at least: <ul style="list-style-type: none"> <li>• enrollment policies;</li> <li>• adult behavior expectations;</li> <li>• attendance policies (including sign-in/sign-out procedures);</li> <li>• administration and handling of medications;</li> <li>• emergency contingency plans; and</li> <li>• participant expectations and procedures.</li> </ul>							

Comments/Evidence:

## VI. Administration

<b>F. A system of regular and comprehensive program evaluation is established and used for on-going program improvement.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. At least twice a year, staff, students, families, and community members are given the opportunity to evaluate the program and the results are used for systematic program improvements.							

Comments/Evidence:

## VI. Administration

<b>G. Program administration training is in place for site directors/supervisors.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Professional development is planned for and implemented to include: <ul style="list-style-type: none"> <li>• program content;</li> <li>• program delivery system; and</li> <li>• methods for working effectively with all children and youth, families, and staff.</li> </ul>							

Comments/Evidence:

## VI. Administration

<b>H. Youth have an influence on the structure and policy of the organization.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Children and youth participate in program quality reviews and developing plans for improvement.							
2. Students and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).							

Comments/Evidence:

## VII. Single-Purpose Programs

<b>A. Programs are appropriate for the students enrolled.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. Activities are age and ability appropriate.							
2. Activities meet the learning styles and interests of the enrolled students.							
3. Accommodations are provided for students with special needs.							

Comments/Evidence:

## VII. Single-Purpose Programs

<b>B. Appropriate staff members are present at all times.</b>	Not Planned	Planned	In Place	Mastered	Right Now	This Year	Next Year
1. At least two adults are present at all times.							
2. Staff members have specialty expertise relevant to the content/skill of the program being offered.							
3. Staff members have knowledge of children and youth development and age/ability appropriate expectations.							

Comments/Evidence:

# Quality Action Plan

\_\_\_\_\_ Right Now

\_\_\_\_\_ This Year

\_\_\_\_\_ Next Year

After-School Site Name: \_\_\_\_\_

Goal: \_\_\_\_\_

MOST Standards/Indicators that apply:

Current situation:

Desired outcomes:

Challenges:

Action Steps: \_\_\_\_\_ Person Responsible: \_\_\_\_\_ Action Dates: \_\_\_\_\_

1.

2.

3.