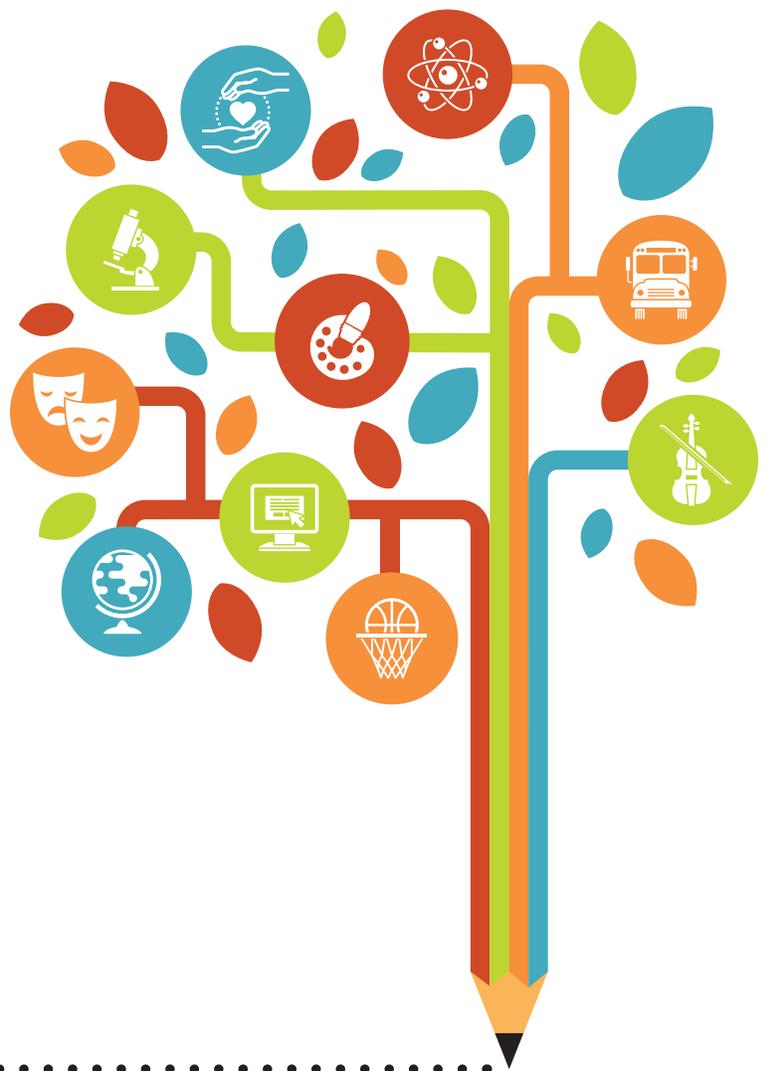


# KANSAS AFTERSCHOOL PROGRAM

*Quality Guidelines,  
Assessment Tools,  
AND Resources*



**KANSAS  
ENRICHMENT  
NETWORK**

*Making Connections for  
Out-of-School Time*





# Introduction

In 2011, the Kansas Quality Afterschool Leadership Team developed a framework, guidelines, and self-assessment tool to aid program staff in providing high quality services for youth originally.

Through the support of the Kansas Enrichment Network's executive committee and the 2017-2018 Quality Afterschool Workgroup participants, a second edition of the quality guidelines and self-assessment has been produced. The second edition includes only additions to the original guidelines and self-assessment tool as well as resources. The quality guidelines, self-assessment tool, and a more thorough list of resources can be found on the Kansas Enrichment Network website. Please see pages 58 and 59 for key term definitions and acknowledgements.

## How to Use These Guidelines

It is recommended that you begin by reviewing the Kansas Afterschool Program: Quality Guidelines and Self-Assessment Tools and the Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri) thoroughly. The Kansas Afterschool Program: Quality Guidelines and Self-Assessment Tools are organized into 3 sections: Guidelines, Self-Assessment Tool, and Resources.

Study each of the Kansas Afterschool Program Quality Guidelines. The five categories are:

- Operations
- Relationships
- Professional Development
- Programming
- Family Involvement

Included in the additional considerations section are:

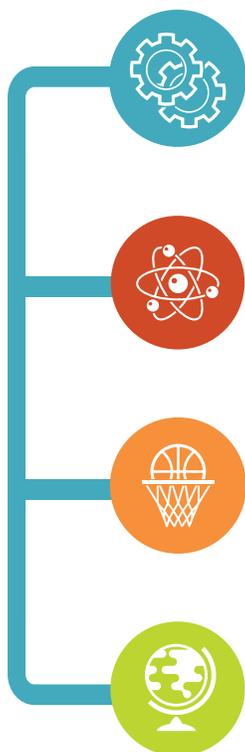
- The national Healthy Eating and Physical Activity Standards
- The Kansas Social, Emotional and Character Model Standards
- Promoting Diversity, Access, Equity and Inclusion

Lastly, you will see how the Core Competencies align to each of the categories.

Section two is the self-assessment tool. The purpose of this tool is to provide a way to reflect upon the current program, determine a performance level related to the characteristics that make up the category and guidelines and an opportunity to prioritize plans of improvement. Performance is based on the frequency of the action or statement occurring within the program.

The self-assessment tool uses the following rating system to assess the degree to which each quality indicator is evident in the program.





### Level 1

Our program is just beginning to work in this area and has an urgent need to address this practice. Our program can be much better at this than we are currently.

### Level 2

Our program has done some work in this area, but will need targeted support to move to the next level. Our program is making progress, but can improve further.

### Level 3

Our program has achieved a high level of proficiency in this area and needs only a little additional work to be exceptionally proficient. Our program is very good at this practice.

### Level 4

Our program is exceptionally proficient in this practice and can demonstrate this in observable ways. This is an area of quality practice where our program can serve as an example for others.

Programs should strive to meet Level 3 or 4 for each indicator to demonstrate overall program quality. Assistance and support should be sought for areas scoring as Level 1 or Level 2.

Plan to Improve provides you with the opportunity to specify when improvement will occur (right now, this year, or next year). Practices that receive a 1 or 2 rating will likely need to be addressed in the short-term. Practices that receive a 3 rating will likely need additional attention within the current school/fiscal year and practices that are rated as a 4 should be sustained. How urgent is the need to address the practice? Practices that have a direct impact on participants' health and safety or that are closely linked to program goals should take priority in the action plan. Improvement efforts should be first based upon which are most important or urgent, and those in which great gains could be made or what areas are critical. It is recommended to not focus on multiple areas of improvement at one time.

The final section is the Resources. This information has been organized per category under each guideline and aligned with various performance levels (one through four). Those resources identified for performance level fours are high-level considerations that should not be contemplated if the performance level is a one through three. Resources identified for performance level one are strategies that should result in quick, quality improvements.

# Content

The following categories were used to structure the content of the **KANSAS AFTERSCHOOL PROGRAM QUALITY GUIDELINES**. Writing teams addressed guidelines for quality in each of the five program content areas, compared them with the existing Core Competencies (CC) for Youth Development Professionals, and identified considerations for older youth where appropriate.

## OPERATIONS

*Guidelines*

*Assessment Tool*

*Resources*

### CORE COMPETENCIES

**CC III Child/Adolescent Observation and Assessment**

Observation and Assessment

**CC V Health, Safety, and Nutrition Knowledge of Regulations**

Environmental Safety

**CC VII Program Planning and Development**

Program Planning and Evaluation

Personnel Management

Financial Management

## PROGRAMMING

*Guidelines*

*Assessment Tool*

*Resources*

### CORE COMPETENCIES

**CC I Child/Adolescent Growth and Development**

**CC II Learning Environment and Curriculum**

Creating the Learning Environment & General Curriculum

Promoting Physical Development

Promoting Cognitive Development

Promoting Communications Skills

Promoting Social Development

Promoting Creative Expression

**CC V Health, Safety, and Nutrition**

Responding to Health Needs of Youth

Nutrition

## RELATIONSHIPS

*Guidelines*

*Assessment Tool*

*Resources*

### CORE COMPETENCIES

**CCVI Interactions with Children/Youth/Others**

Providing Individual Guidance

Enhancing Group Experiences

## FAMILY ENGAGEMENT

*Guidelines*

*Assessment Tool*

*Resources*

### CORE COMPETENCIES

**CCIV Interactions with Family and Communities**

Enhancing community connections and resources responsive to the needs of youth and families

## PROFESSIONAL DEVELOPMENT

*Guidelines*

*Assessment Tool*

*Resources*

### CORE COMPETENCIES

**CCVIII Professional Development And Leadership**

Displaying Professionalism in Practice

Ongoing Professional Growth

Leadership and Advocacy

## ADDITIONAL CONSIDERATIONS



# OPERATIONS



*A quality program employs reliable systems that foster responsible fiscal management, address sustainability, and project the need for constant enhancement of the program, safety, staff, and youth through evaluation.*

## CORE COMPETENCIES

- Child/Adolescent Observation and Assessment
- Health, Safety, and Nutrition
- Program Planning and Development

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## • • • OPERATIONS • • •

**GUIDELINE 1:** *The program has a clear, coherent mission statement, and business plan.*

- 1.1** A written statement of mission and goals encompassing all aspects of the program (staff, financial, community).
- 1.2** Participant, staff, parent/guardians, and board member involvement in long-term decision making and planning efforts.
- 1.3** A marketing strategy to promote and publicize the program.
- 1.4** Compliance with required governmental mandates including licensing standards, if applicable.
- 1.5** Appropriate business and bookkeeping practices, including an approved budget that is reviewed and adjusted on a systematic basis.
- 1.6** Quarterly meetings with partners, board members, and other community supporters.
- 1.7** A long term plan for sustaining and growing the afterschool program.

• • • OPERATIONS • • •

**GUIDELINE 2:** *The program is guided by clearly written policies and procedures for staff, volunteers, and the administration.*

- 2.1** A personnel manual and written job description for each job/volunteer position. Staff/volunteers read the manual and agree in writing to comply with the policies/regulations.
- 2.2** A written policy/procedure manual explaining daily practices and health and safety issues.
- 2.3** Orientation for all staff/volunteers within one month of beginning employment or volunteer experiences. Orientation to include: mission and goals; licensing regulations, if applicable; program policies and procedures; supervision; health and safety practices; daily program of activities; confidentiality; crisis management; universal precautions; signs and symptoms of illness; mandated reporting of child abuse and neglect; and critical incidents.
- 2.4** Regularly scheduled meetings with expected staff attendance and documented minutes. Volunteers encouraged to attend.
- 2.5** On-going education requirements developed to address needs of the staff and continuous improvement strategies.
- 2.6** Critical incidents documented and copies provided to the parent/guardian of the child involved.
- 2.7** Surveys and feedback from youth, parents, staff, and community members.

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• • • OPERATIONS • • •

**GUIDELINE 3:** *Maintain accurate and ongoing written documentation.*

- 3.1** Personnel files maintained for staff and volunteers including documentation required by internal policy/state regulation (References, background checks, health assessments that include TB testing, training documentation, signed manual compliance sheet).
- 3.2** Daily attendance records for participants, a system for checking participants in and out of the program, snack/meal consumption, and a record of their activities.
- 3.3** Program participant files including documentation required by internal policy or state regulation (EMR contacts, medication forms, enrollment forms, health assessments, immunizations, critical incident reports, and persons authorized to pick up the child).

- 3.4** A systematic process to record and track program expenses.
  - 3.5** Submission of required reports to partners in a timely fashion.
  - 3.6** A system for processing and tracking program-related income (donations and payments).
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• • • OPERATIONS • • •

**GUIDELINE 4:** *Qualified staff members are recruited and hired with sensitivity to diversity and culture.*

- 4.1** Staff members hired in compliance with internal policies/state training standards.
  - 4.2** Adequate staff-to-participant ratios that comply with internal policies/state standards.
  - 4.3** A written training plan based upon needs assessment of staff and volunteers.
  - 4.4** Use of multiple recruitment strategies to locate qualified staff.
  - 4.5** A self-assessment and a continuous improvement plan.
  - 4.6** A recognition program for staff and volunteers.
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• • • OPERATIONS • • •

**GUIDELINE 5:** *Indoor and outdoor space adequately meet the needs of all youth.*

- 5.1** Adequately accommodating varying program activities (tutoring, independent study, active play, quiet play, socializing, and eating).
- 5.2** Adequate and convenient storage space for equipment, materials, and personal possessions for youth and staff members.
- 5.3** Adequate space and equipment that encourages independence and creativity.
- 5.4** Appropriate youth access to materials.
- 5.5** Restrooms and drinking facilities to meet the needs of youth and staff.
- 5.6** An emotionally and physically welcoming environment for youth that reflects the diversity of the population served.
- 5.7** A safe and separate area for children who become ill while attending the program.

- 5.8 Physical environment modified to meet the needs of special populations.
  - 5.9 A variety of outdoor equipment and games encouraging both active and quiet activities.
- .....

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**GUIDELINE 6:** *The program provides a physically safe, sanitary, and securely monitored environment to meet the needs of all youth.*

- 6.1 Absence of observable safety hazards in the program space.
  - 6.2 Appropriate background checks for all staff members and volunteers.
  - 6.3 Appropriate medical screenings and physicals for staff and volunteers.
  - 6.4 Adequate hand washing facilities for staff and youth.
  - 6.5 Constant supervision and awareness of youth and their activities; Staff knows where youth are and what they are doing at all times. Staff utilizes check out/sign out procedure.
  - 6.6 At least one staff member with a current first aid certificate, including CPR training present at all times.
  - 6.7 Appropriately controlled climate.
  - 6.8 Secure, safe, clean, and sanitary program space.
  - 6.9 Staff properly trained in safety and emergency procedures. Emergency plans are displayed for all to see.
  - 6.10 Emergency drills for fire and natural or other disasters are practiced regularly. All staff, participants, and guardians are familiar and comfortable with the emergency drills and plans.
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# Assessment Tool

*Refer to the Introduction for a description of performance levels.*

Indicator	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>A QUALITY PROGRAM:</b>							
<b>1</b> Has a written statement of its mission and goals that encompasses all aspects of the program	<input type="radio"/>						
<b>2</b> Involves participants, staff, parents/guardians, and board members in its long-term planning and decision-making efforts	<input type="radio"/>						
<b>3</b> Has a marketing strategy to promote and publicize itself	<input type="radio"/>						
<b>4</b> Is compliant with required governmental mandates, including licensing standards (if applicable)	<input type="radio"/>						
<b>5</b> Uses appropriate business and book-keeping practices; has an approved budget that is reviewed and adjusted periodically	<input type="radio"/>						
<b>6</b> Holds quarterly meetings with partners, board members, and other community supporters	<input type="radio"/>						
<b>7</b> Has a long-term plan for sustaining and growing	<input type="radio"/>						
<b>8</b> Utilizes a personnel manual that staff/volunteers agree to follow and comply with the policies and regulations	<input type="radio"/>						
<b>9</b> Writes job descriptions for each job/volunteer position	<input type="radio"/>						
<b>10</b> Creates a written policy/procedure manual explaining daily practices and health and safety issues	<input type="radio"/>						
<b>11</b> Holds orientation for all staff/volunteers within one week of beginning employment or volunteer experiences	<input type="radio"/>						



	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>12</b> The staff/volunteer orientation includes: mission and goals; licensing regulations, if applicable; program policies and procedures; supervision; health and safety practices; daily program of activities; confidentiality; crisis management; universal precautions; signs and symptoms of illness; mandated reporting of child abuse and neglect; and critical incidents.	<input type="radio"/>						
<b>13</b> Holds regularly scheduled meetings with expected staff attendance and documented minutes; encourages volunteers to attend meetings	<input type="radio"/>						
<b>14</b> Develops on-going education requirements to address needs of staff and continuous improvement strategies	<input type="radio"/>						
<b>15</b> Documents critical incidents and provides copies to the parent/guardian of the child involved	<input type="radio"/>						
<b>16</b> Requests feedback from youth, parents, staff, and community members	<input type="radio"/>						
<b>17</b> Maintains personnel files for staff and volunteers	<input type="radio"/>						
<b>18</b> Keeps daily attendance records for participants through a check-in/out system and track snack/meal consumption and activities	<input type="radio"/>						
<b>19</b> Maintains program participant files that include documents required by policy or state regulations	<input type="radio"/>						
<b>20</b> Records and tracks program expenses	<input type="radio"/>						
<b>21</b> Submits required reports to partners	<input type="radio"/>						
<b>22</b> Systematically processes and tracks program-related income	<input type="radio"/>						
<b>23</b> Hires staff in compliance with internal policies and state training standards	<input type="radio"/>						
<b>24</b> Maintains an adequate staff-to-participant ratio that complies with internal policies/state standards	<input type="radio"/>						

	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>25</b> Creates a written training plan based on a needs assessment of staff/volunteers	<input type="radio"/>						
<b>26</b> Uses multiple recruitment strategies to identify qualified staff	<input type="radio"/>						
<b>27</b> Undergoes self-assessment activities and strives for continuous improvement	<input type="radio"/>						
<b>28</b> Recognizes staff and volunteers for their efforts	<input type="radio"/>						
<b>29</b> Builds indoor spaces that:							
• Accommodate varying program activities	<input type="radio"/>						
• Features adequate storage space for equipment, materials, and personal possessions for youth and staff members	<input type="radio"/>						
• Gives youth appropriate access to materials	<input type="radio"/>						
• Has restrooms, hand-washing, and drinking facilities to meet the needs of youth and staff	<input type="radio"/>						
• Are emotionally and physically welcoming and reflect the diversity of the service population, including those from special populations	<input type="radio"/>						
• Are safe and appropriately supervised	<input type="radio"/>						
<b>30</b> Features outdoor spaces that:							
• Adequately accommodate varying program activities	<input type="radio"/>						
• Have equipment that encourages independence and creative play	<input type="radio"/>						
• Provide outdoor equipment and games that encourage various activities	<input type="radio"/>						
• Are safe and appropriately supervised	<input type="radio"/>						
<b>31</b> Does not have observable safety hazards	<input type="radio"/>						

	<i>Performance Level</i>				<i>Plan to Improve</i>		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>RIGHT NOW</b>	<b>THIS YEAR</b>	<b>NEXT YEAR</b>
<b>32</b> Completes background checks for all staff members and volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>33</b> Conducts medical screenings and physicals for staff and volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>34</b> Constantly supervises youth activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>35</b> Appropriately controls the climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>36</b> Trains staff in safety and emergency procedures; displays emergency plans for all to see	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>37</b> Practices emergency drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Resources

Here is a sample, to view all resources, go to [kansasenrichment.net/guidelineresources](http://kansasenrichment.net/guidelineresources)

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
Staffing Out-of-School Time Programs in the 21st Century	All	All
Staffing the Program	9	1 or 2
Staffing the Program	23	1 or 2
A Practitioner's Guide: Building and Managing Quality Afterschool Programs	All	All
Getting It Right <i>Page 31</i>	14	2
Getting It Right <i>Page 32</i>	25	2
Getting It Right <i>Page 33</i>	16	2
Getting It Right <i>Page 33</i>	27	2
Getting It Right <i>Page 36</i>	5	2
Beyond the Bell <i>Pages 7 – 46 (see toolkits)</i>	All	1 or 2
Beyond the Bell <i>Pages 55 – 58 (vision)</i>	1	1 or 2
Beyond the Bell <i>Pages 59 – 61 (growth)</i>	7	1 or 2
Kansas Department of Health and Environment ( <i>licensing</i> )	4	1
Kansas Department of Health and Environment ( <i>background checks</i> )	32	1
Kansas Department of Health and Environment ( <i>professional development</i> )	23	1
Kansas Department of Health and Environment ( <i>staff to participant ratios</i> )	24	1
Kansas Department of Health and Environment ( <i>attendance records</i> )	18	1
Kansas Department of Health and Environment ( <i>participant files</i> )	19	1
Union County Public Schools ( <i>manual/policy examples</i> )	8 and 10	All
Utah 4H Afterschool Guide ( <i>risk management</i> ) <i>Page 19</i>	10, 29, 30, 31	1
Utah 4H Afterschool Guide ( <i>Appendix D</i> ) <i>Page 28</i>	10	1
Utah 4H Afterschool Guide ( <i>Appendix F</i> ) <i>Pages 35 - 36</i>	11, 12	1
Keys to Quality Afterschool: Environments, Relationships and Experiences <i>Pages 64 - 73</i>	29, 30	2



# PROGRAMMING



*A quality program provides a safe, healthy, and stimulating learning environment that promotes physical, social, emotional, and cognitive growth and development for all youth. Activities allow for choice, exploration, and discovery.*

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## CORE COMPETENCIES

Child/Adolescent Observation and Assessment

Learning Environment and Curriculum

Health, Safety, and Nutrition

## • • • PROGRAMMING • • •

**GUIDELINE 1:** *Program provides an emotionally safe environment that fosters positive physical, social, emotional and cognitive growth and development for all participants.*

- 1.1** Nutritious meals and snacks.
  - 1.2** Age-appropriate furniture and equipment that is in good condition and is used appropriately by staff and youth.
  - 1.3** Age-appropriate, aesthetically appealing visual aids.
  - 1.4** Space for showcasing youth work.
  - 1.5** Effective communication of code of conduct to youth, staff, and families.
  - 1.6** Emotionally safe space separate from the main room for youth to “cool off” or talk through conflict resolution.
  - 1.7** Available staff member to offer emotional support and help youth work through conflict if and when it arises.
  - 1.8** At least 30 minutes out of every 3 hour block of time while at the program to play outdoors, weather permitting.
-

## • • • PROGRAMMING • • •

**GUIDELINE 2:** *Program offers rich, meaningful, and engaging experiences to enhance learning, promote student success, and provide opportunities for human development.*

- 2.1 Activities that reflect the mission and philosophy of the program.
- 2.2 Project-based activities to encourage creativity and promote self-expression.
- 2.3 Experiential opportunities to allow youth to be exposed to new pathways for learning.
- 2.4 Quality academic tutoring for youth requesting help and quality alternative activities for youth not requesting tutoring.
- 2.5 A well-rounded menu of learning options offering opportunities for choosing and pursuing of personal interests.
- 2.6 Opportunity for discovery through trial and error.
- 2.7 An emotionally safe environment for youth to succeed and fail.
- 2.8 Youth ownership and pride.
- 2.9 Sufficient supplies and materials.
- 2.10 Activities divided by age or skill level.
- 2.11 Multi-age groupings where appropriate.
- 2.12 Opportunities for youth to work individually, in small groups, and whole group; opportunities to lead and follow.
- 2.13 Chances for older youth to mentor younger youth.
- 2.14 Inclusion of youth self-reflection.

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**GUIDELINE 3:** *Program supports learning and diversity through outreach to the schools, community, and volunteers.*

- 3.1 Former participants to give back as volunteers or staff.
- 3.2 Promotional materials that provide details on program offerings, how to join, and how to partner with the program.
- 3.3 Exploration of community resources and issues through projects and activities.
- 3.4 Collaboration with school-day personnel to bridge academic connections and promote service learning.
- 3.5 Opportunities for community service/service learning and reflection on those experiences.

**GUIDELINE 4:** *Schedule reflects offerings conducive to the needs of the youth, parents, and community served.*

- 4.1 Flexibility of hours of operation to meet the needs of the youth and parents.
- 4.2 A schedule available to staff, youth, and their families.
- 4.3 Opportunities for youth voice and spontaneous learning to occur. Youth have formal and informal opportunities to express their opinions and concerns about program offerings.
- 4.4 Adequate, sufficient, and age-appropriate transitions.
- 4.5 Creative, seamless, and smooth activity transitions.
- 4.6 Youth and parent involvement in schedule creation.
- 4.7 Active program pacing.
- 4.8 Teacher-directed and student-directed leadership opportunities.

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**GUIDELINE 5:** *Program provides the platform for active youth voice.*

- 5.1 Youth participation in program development and program selection.
- 5.2 Formal opportunity for youth to reflect and provide feedback on program and offerings.
- 5.3 Staff acknowledgement of youth input by utilizing feedback in creation of future program design and offerings.
- 5.4 Youth opportunities to lead others and experience different levels of self-management.



• • • PROGRAMMING • • •

# Assessment Tool

Refer to the Introduction for a description of performance levels.

Indicator	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>A QUALITY PROGRAM:</b>							
1 Serves nutritious meals and snacks	<input type="radio"/>						
2 Has age-appropriate furniture and equipment that is in good condition	<input type="radio"/>						
3 Utilizes age-appropriate, aesthetically appealing visual aids	<input type="radio"/>						
4 Showcases youth work	<input type="radio"/>						
5 Communicates a code of conduct to youth, staff, and families	<input type="radio"/>						
6 Provides a safe space, with an emotionally-supportive staff member, for youth to talk through conflict	<input type="radio"/>						
7 Hosts activities that reflect its mission and philosophy	<input type="radio"/>						
8 Present youth with adequate outdoor play time (30 minutes for each 3-hour block), weather permitting	<input type="radio"/>						
9 Plans project-based activities to encourage creativity and promote self-expression	<input type="radio"/>						
10 Provides experiential opportunities to expose youth to new pathways for learning	<input type="radio"/>						
11 Provides academic tutoring for those in need and alternatives for others not in tutoring	<input type="radio"/>						
12 Has well-rounded menu of learning options	<input type="radio"/>						
13 Gives opportunities for discovery through trial and error	<input type="radio"/>						
14 Supports an emotionally safe environment for youth to succeed and fail	<input type="radio"/>						
15 Has youth ownership and pride	<input type="radio"/>						
16 Provides sufficient supplies and materials	<input type="radio"/>						

		Performance Level				Plan to Improve		
		1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
17	Divides activities by age or skill level and has multi-age groups, when appropriate	<input type="radio"/>						
18	Allows youth to work individually, in small groups, and whole group; opportunities to lead and follow	<input type="radio"/>						
19	Encourages older youth to mentor younger youth	<input type="radio"/>						
20	Includes youth self-reflection	<input type="radio"/>						
21	Involves former participants as volunteers and staff	<input type="radio"/>						
22	Creates informational materials on program offerings, membership, and partnerships	<input type="radio"/>						
23	Explores community resources and issues through projects and activities	<input type="radio"/>						
24	Collaborates with school-day personnel to bridge academic connections	<input type="radio"/>						
25	Provides opportunities for community service/service learning and reflection on those experiences	<input type="radio"/>						
26	Maintains flexible hours of operation that meets the needs of the youth and parents	<input type="radio"/>						
27	Creates a schedule for use by staff, youth, and families and encourages their input in its development	<input type="radio"/>						
28	Presents opportunities for youth voice and fosters spontaneous learning	<input type="radio"/>						
29	Has adequate, age-appropriate, and seamless transitions	<input type="radio"/>						
30	Is actively paced	<input type="radio"/>						
31	Encourages teacher-directed and student-directed leadership opportunities	<input type="radio"/>						
32	Fosters youth participation in program development and selection and gives them the chance for feedback	<input type="radio"/>						
33	Acknowledges youth input	<input type="radio"/>						
34	Provides youth with formal opportunities to lead others and develop self-management	<input type="radio"/>						

# Resources

Here is a sample, to view all resources, go to [kansasenrichment.net/guidelineresources](https://kansasenrichment.net/guidelineresources)

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
Child & Adult Care Food Program	1	1
USDA Food and Nutrition Service	1	1
Food Research & Action Center	1	1
The National Center for Quality Afterschool – curriculum for Art, Homework, Literacy, Math, Science, Technology	All	1
Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices <i>Page 20-21; 27</i>	23	1
Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices <i>Page 16 -18; 24</i>	30	1
Afterschool Curriculum Planning Resource Toolkit	17	1
Concept to Classroom: Key principles of developing an afterschool curriculum	All	All
Kids Activities	29	1, 2
Youth Impact: A LEARNS Resource	25	All
Youth.gov	25	All
Keys to Quality Afterschool: Environments, Relationships and Experiences <i>Page 49-54</i>	27	1
Keys to Quality Afterschool: Environments, Relationships and Experiences <i>Page 55-57</i>	29	1
Keys to Quality Afterschool: Environments, Relationships and Experiences <i>Page 89-100</i>	All	All
Keys to Quality Afterschool: Environments, Relationships and Experiences <i>Page 63-76</i>	2, 3, 6	All
Hart's Ladder	12, 14, 15, 28, 31, 32, 33	All
Y4Y: Project-Based Learning	9	1, 2
CAN: Promising Practices in High School After School Programs	31, 33	1, 2
NAA: Project-Based Learning	9	1, 2
National Center on Afterschool and Summer Enrichment	28, 31	1, 2
CASEL: Youth Voice	28	All
Afterschool Space that Works	2, 3, 6	All

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
Best Practices for an Afterschool Program Indoor Environment	2, 3, 6	1
Virtual Lab School: Learning Environments	2, 3, 6	1
Campaign for Civic Mission of Schools	25	All

# RELATIONSHIPS



*A quality program develops and nurtures positive, reciprocal relationships and interactions between staff, students, programs, facility, community, afterschool administration, and school day administration.*

## CORE COMPETENCIES

Interactions with Children/Youth/  
Others

## • • • RELATIONSHIPS • • •

**GUIDELINE 1:** *Program staff members engage youth in positive ways and intentionally build individual relationships.*

- 1.1 Respect for and acceptance of all youth and families displayed by learning their names, their interests about their families, etc. (Name learning: youth – staff and staff – parent)
- 1.2 Formal creation of human factors that ensures a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.)
- 1.3 Use of a student/staff generated list of expectations that foster team building, personal interactions, and conflict resolution. Revision of list as needed.
- 1.4 Positive, intentional relationship building from use of conflict resolution techniques.
- 1.5 Program strategies encourage youth to accept responsibility.
- 1.6 A warm, supportive, and caring manner reflected by clear, non-aggressive language, and voice.
- 1.7 Physical boundaries reflect appropriate age, gender, culture, and preferences of youth.
- 1.8 Staff serve as positive role models.
- 1.9 Parent handbook shares information about the relationship norms and the positive techniques used to redirect inappropriate choices.

## • • • RELATIONSHIPS • • •

**GUIDELINE 2:** *Program staff members engage in positive staff/staff relationships.*

- 2.1** Reciprocal respect between staff members.
- 2.2** Shared decision-making, planning and evaluation.
- 2.3** Training in the expectations for staff/staff relationships (i.e. learning each other's names).
- 2.4** Positive and intentional engagement in building individual working relationships.
- 2.5** Conflict resolution techniques solve issues among staff members and volunteers while modeling techniques for youth.
- 2.6** A warm, supportive and caring environment demonstrated through clear, non-aggressive language and voice.
- 2.7** Staff relationships reflect appropriate age, gender, culture and preferences of staff members.

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**GUIDELINE 3:** *Program students engage in positive student/student relationships.*

- 3.1** Mutual respect and acceptance displayed by learning each other's names.
- 3.2** Formal creation of human factors that ensures a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.).
- 3.3** Use of list fosters team building, personal interactions and conflict resolution. Revision of list as needed.
- 3.4** Planning and working together.
- 3.5** A warm, supportive and caring manner demonstrated through clear, non-aggressive language and voice.
- 3.6** Interactions appropriate to age, gender, culture and preferences of other program participants.
- 3.7** Appropriate strategies resolve differences and conflicts.

**GUIDELINE 4:** *Program members engage in positive program/facility relationships.*

- 4.1** Proper facility-use.
  - 4.2** Respect and acceptance of facility rules and regulations.
  - 4.3** Intentional building of relationships with facility staff.
  - 4.4** A warm, supportive and caring manner demonstrated through using clear, non-aggressive language and voice.
- .....



## • • • RELATIONSHIPS • • •

# Assessment Tool

Refer to the Introduction for a description of performance levels.

Indicator	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>A QUALITY PROGRAM:</b>							
<b>1</b> Respects and accepts all youth and families by learning their names, their interests, about their families, etc.	<input type="radio"/>						
<b>2</b> Fosters an environment that embodies a sense of belonging	<input type="radio"/>						
<b>3</b> Implements positive intentional relationship building practices through conflict resolution techniques	<input type="radio"/>						
<b>4</b> Encourages youth to accept responsibility	<input type="radio"/>						
<b>5</b> Promotes a warm, supportive, and caring environment by expecting staff to use non-aggressive language and voice	<input type="radio"/>						
<b>6</b> Sets physical boundaries that reflect appropriate age, gender, culture, and preferences of youth	<input type="radio"/>						
<b>7</b> Employs staff who serve as positive role models	<input type="radio"/>						
<b>8</b> Offers a parent handbook that shares information about the relationship norms and the positive techniques to redirect inappropriate choices	<input type="radio"/>						
<b>9</b> Fosters respectful reciprocating relationships between staff members	<input type="radio"/>						
<b>10</b> Incorporates shares decision-making, planning, and evaluation practices	<input type="radio"/>						
<b>11</b> Offers training in the expectations for staff/staff	<input type="radio"/>						
<b>12</b> Promotes positive and intentional engagement in building individual working relationships	<input type="radio"/>						

	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>13</b> Recommends conflict resolution techniques to solve issues among staff members and volunteers while modeling techniques for youth	<input type="radio"/>						
<b>14</b> Fosters a warm, supportive and caring staff environment demonstrated through clear, non-aggressive language and voice	<input type="radio"/>						
<b>15</b> Reflect appropriate age, gender, culture and preferences of staff members	<input type="radio"/>						
<b>16</b> Encourages proper facility use	<input type="radio"/>						
<b>17</b> Creates and respects facility rules and regulations	<input type="radio"/>						
<b>18</b> Builds positive relationship with facility staff	<input type="radio"/>						

## • • • RELATIONSHIPS • • •

# Resources

*Here is a sample, to view all resources, go to [kansasenrichment.net/guidelineresources](http://kansasenrichment.net/guidelineresources)*

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
Building Supportive Relationships in Afterschool	All	All
NAA: 4 Easy Strategies to Build Supportive Afterschool Relationships (Webinar)	All	All
NAA: 10 Tips Building Relationships with Youth	All	1
Tips for Building Relationships with Youth	All	1
Afterschool Network: Communicates and Develops Positive Relationships with Youth	All	3, 4
Teaching Tolerance: Authentic Relationships	All	All
You for Youth (Y4Y) Family Engagement Implementation	1	1
Building Youth – Adult Relationships (Students at the Center)	All	3, 4
Example of Parent Handbook	8	1



# FAMILY ENGAGEMENT



*A quality program develops strong partner relationships and interactions between staff, students, programs, facility, community, afterschool administration, and school day administration.*

## CORE COMPETENCIES

Families and Communities

### • • • FAMILY ENGAGEMENT • • •

**GUIDELINE 1:** *The program environment reflects respect for families.*

- 1.1** Languages, cultures, family structures, and socio-economic backgrounds represent youth.
- 1.2** Communication is open, friendly, and builds cooperative relationships with families.
- 1.3** Shared decision-making opportunities to strengthen family involvement.
- 1.4** Recognition of family influence on youth's abilities, interests, and development.

**GUIDELINE 2:** *The program environment reflects community connections for families.*

- 2.1** Recognition of specific needs, values, and community resources to support youth and families.
- 2.2** Development of appropriate relationships between community partners and families.
- 2.3** Advancement of public awareness about family and youth development.

- 2.4 Community collaboration to meet the specific needs of youth and families.
  - 2.5 Analysis and evaluation of on-going changes between youth, families and communities.
  - 2.6 Development and implementation of new strategies with key stakeholders.
- 

**GUIDELINE 3:** *Program policies and procedures are responsive to the needs of the youth and families.*

- 3.1 Philosophy reflects the needs and values of the school and community demographics.
  - 3.2 Open communication between staff, youth, families, schools, and community partners.
  - 3.3 Information relevant to the specific needs of youth and families is communicated through various ways.
  - 3.4 Policies reflect open communication between staff, youth, families, and community partners along with day school and after school.
-

• • • FAMILY ENGAGEMENT • • •

# Assessment Tool

*Refer to the Introduction for a description of performance levels.*

Indicator	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>A QUALITY PROGRAM:</b>							
1 Aware of the languages, cultures, family structures, and socio-economic backgrounds of the program youth	<input type="radio"/>						
2 Offers open and friendly communication while building cooperative relationships with families	<input type="radio"/>						
3 Shares decision-making opportunities with families	<input type="radio"/>						
4 Recognizes family influence on youth's abilities, interests, and development	<input type="radio"/>						
5 Recognizes the specific needs, values, and community resources that support youth and families	<input type="radio"/>						
6 Develops and cultivates appropriate relationships between community partners and families	<input type="radio"/>						
7 Advances public awareness about the importance of family and youth development	<input type="radio"/>						
8 Fosters community collaboration to meet the specific needs of youth and families	<input type="radio"/>						
9 Analyzes and evaluates the on-going changes between youth, families, and communities	<input type="radio"/>						
10 Develops and implements new partnership strategies with key stakeholders	<input type="radio"/>						
11 Develops philosophies that reflect the needs and values of the school and community demographics	<input type="radio"/>						
12 Encourages open communication between staff, youth, families, schools, and community partners	<input type="radio"/>						



*Performance Level*

**1 2 3 4**

*Plan to Improve*

**RIGHT THIS NEXT  
NOW YEAR YEAR**

**13** Actively communicates information relevant to the specific needs of the youth and families through various ways

**14** Implements policy that reflects open communication between staff, youth, families, and community partners along with day school and after school

# Resources

*Here is a sample. To view all resources, go to [kansasenrichment.net/guidelineresources](https://kansasenrichment.net/guidelineresources)*

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
REACH: Supportive Relationships with Adults	All	All
Afterschool Alliance: Afterschool and partnerships	6, 8	2
The Expanded Learning & Afterschool Project: Top Ten Ways to Build School and Community Partnerships	6, 10	1
National Association of Elementary School Principals	14	2
Program Newsletter Template	2, 6, 7	2
Social Media Tips	2, 6, 7	2



# PROFESSIONAL DEVELOPMENT



*A quality program offers ongoing training for volunteers/staff members that encompasses advocacy for youth and positive youth development.*

## CORE COMPETENCIES

Professional Development and Leadership

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## ••• PROFESSIONAL DEVELOPMENT •••

### **GUIDELINE 1:** *Displaying Professionalism in Practice*

- 1.1** Director, staff, and volunteers display professionalism.
- 1.2** Exploration of state licensing requirements for school age programs as a tool for enhancing program quality. Licensing is encouraged where appropriate.
- 1.3** Diversity of the program population served is valued and respected when determining program offerings and environment.
- 1.4** Skilled in advocating for positive youth development.

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### **GUIDELINE 2:** *Ongoing Professional Growth*

- 2.1** Training needs of staff and volunteers assessed at least annually.
- 2.2** A written training plan incorporates findings from assessment.

- 2.3** Encouragement of annual core training for staff including:
  - a. CPR, First Aid, blood borne pathogens, and emergency procedures
  - b. Mandated reporting of suspected child abuse and neglect
  - c. Positive youth development
  - d. Cultural sensitivity and competence
  - e. Diversity and gender equity
  - f. Sexual harassment

**2.4** Budget supports staff professional training.

**2.5** Policy supports staff credentialing.

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**GUIDELINE 3:** *Leadership and Advocacy*

**3.1** Advocates for youth needs.

**3.2** Respects confidentiality of youth and families.

**3.3** Advocates for quality youth programs and the impact of high quality afterschool services.

.....

# Assessment Tool

*Refer to the Introduction for a description of performance levels.*

Indicator	Performance Level				Plan to Improve		
	1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR
<b>A QUALITY PROGRAM:</b>							
<b>1</b> Displays professionalism from all staff/volunteers	<input type="radio"/>						
<b>2</b> Explores state licensing requirements as a tool for enhancing program quality	<input type="radio"/>						
<b>3</b> Values and respects diversity of program population served when determining program offerings and environment	<input type="radio"/>						
<b>4</b> Advocates for positive youth development	<input type="radio"/>						
<b>5</b> Assesses training needs of staff and volunteers on an annual basis (minimum)	<input type="radio"/>						
<b>6</b> Writes a training plan that incorporates assessment findings	<input type="radio"/>						
<b>7</b> Encourages core training for staff, including all issues from first aid to positive youth development	<input type="radio"/>						
<b>8</b> Budgets for staff professional training	<input type="radio"/>						
<b>9</b> Supports staff credentialing	<input type="radio"/>						
<b>10</b> Advocates for youth needs	<input type="radio"/>						
<b>11</b> Respects confidentiality of youth and families	<input type="radio"/>						
<b>12</b> Advocates for quality youth programs and the impact of high quality afterschool services	<input type="radio"/>						



• • • PROFESSIONAL DEVELOPMENT • • •

# Resources

*Here is a sample. To view all resources, go to [kansasenrichment.net/guidelineresources](http://kansasenrichment.net/guidelineresources)*

RESOURCE	ASSESSMENT INDICATOR	PERFORMANCE LEVEL
Kansas Department of Health and Environment (licensing)	2	1
NAA: Professional Development	1, 7, 12	1
Canadian Active After School Partnerships: Training Manual	All	1
NJ STEM Pathways Network: Cultural Competencies	3	1
Research-to-Results Child Trends	All	1
National Center for Quality Afterschool: Afterschool Training Tool	7, 12	1
Statewide Afterschool Network Professional Development	All	1
Child Trends Professional Development	All	2, 3
New York State Afterschool Network: Professional Development, Resources, and Considerations	All	1, 2
Teaching Tolerance: Professional Development	3, 7, 10	All
You for Youth (Y4Y): Afterschool Toolkit	All	All
Beyond the Bell	All	All
Kansas Enrichment Network	All	All
Afterschool Alliance	All	All



••• ADDITIONAL CONSIDERATIONS •••

# Promoting Diversity, Access, Equity & Inclusions

		YES	NO
1	The mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in the community.	<input type="radio"/>	<input type="radio"/>
2	No one is turned away from the program because they cannot pay enrollment fees (where applicable).	<input type="radio"/>	<input type="radio"/>
3	Information is available in parents' and caregivers' home language (e.g. in the home languages of 15% or more parents and caregivers).	<input type="radio"/>	<input type="radio"/>
4	When possible, participating youth represent the full diversity of the host school or neighborhood in terms of language fluency, gender, special needs or disability, family income, and race/ethnicity.	<input type="radio"/>	<input type="radio"/>
5	Staff and leadership make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks.	<input type="radio"/>	<input type="radio"/>
6	Staff adapt activities to be accessible to English learners and encourage their active participation in the program.	<input type="radio"/>	<input type="radio"/>
7	Youth have opportunities to explore, share, and celebrate their heritage and culture with others.	<input type="radio"/>	<input type="radio"/>



• • • ADDITIONAL CONSIDERATIONS • • •

# Equity Checklist

To ensure that we reach all kids with high quality STEM programming we have to be aware of some equity issues. The most well intentioned staff may think that by doing a STEM activity the same way with everyone in the group that they are reaching everyone. But, there are factors that may keep that from happening: Are girls and boys going to be equally engaged by the materials and ideas? Are the materials culturally familiar to everyone? Is every child's voice heard and encouraged to participate? Do the activities reinforce stereotypes? There are pit-falls that we can only avoid if we are aware of them. This checklist may help.

		AWARE OF THE ISSUE	WORKING ON IT	CONSTANTLY ADDRESSING
1	Agency offers a wide variety of activities and programs for all kids that meet different interests and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Agency offers some activities and programs targeted specifically to kids from groups underrepresented in STEM.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Agency offers a variety of group programming (mixed gender, girls-only, ESL).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Activities do not conform to gender stereotypes. e.g., girls' programming does not focus on cooking, sewing, or decorating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	All kids have equal access (physical and intellectual) to equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	All kids' ideas for projects, activities, etc. are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Programs encourage all kids to think, probe, and be inquisitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Programs and activities expose all kids to a broad variety of careers and encourage a wide view of everyone's potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Staff engages girls and boys equally in group discussions, interactions and activities, especially in mixed-gender programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Staff develops caring and trusting relationships with all kids regardless of gender, race, ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Staff are role models for personal and professional behaviors around equity issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	All staff are knowledgeable about equity issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		AWARE OF THE ISSUE	WORKING ON IT	CONSTANTLY ADDRESSING
13	All staff are knowledgeable about developmental needs of the population served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Staff maintains the same behavior standards for all kids regardless of gender, ethnicity, ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Staff fosters inclusiveness among participants and celebrates commonalities and differences (in terms of race/ethnicity, economic status, ability/disability, sexual orientation, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Staff addresses kids by their names.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Staff does not assign tasks based on stereotypes -e.g., both girls and boys are asked to decorate, clean-up, perform secretarial tasks, carry or move things, climb ladders, make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Staff compliments kids on their accomplishments rather than on their appearance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Staff has high expectations for all kids, encouraging them to take appropriate risks, explore, ask questions, and challenge themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Staff encourages all kids to be assertive, speak up for themselves, and take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\* This tool was adapted from the Great Science for Girls Gender Equity Checklist which was developed from an instrument by Anita Baker, Cheri Fancsali, and Jodi Paroff for Girls Inc. of New York City (2002).*

••• ADDITIONAL CONSIDERATIONS •••

# Kansas Social, Emotional, and Character Development Model

OUR PROGRAM MONITORS:		YES	NO
1	Character Development 1 - Core Principles		
	Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.	<input type="radio"/>	<input type="radio"/>
	Develop, implement, promote, and model core ethical and performance principles.	<input type="radio"/>	<input type="radio"/>
2	Character Development 2 - Responsible Decision-Making and Problem Solving		
	Develop, implement, and model responsible decision-making skills.	<input type="radio"/>	<input type="radio"/>
	Develop, implement, and model effective problem solving skills.	<input type="radio"/>	<input type="radio"/>
3	Personal Development 1 – Self-awareness: Understanding and expressing personal thoughts and emotions in constructive ways.		
	Understand and analyze thoughts and emotions.	<input type="radio"/>	<input type="radio"/>
	Identify and assess personal qualities and external supports.	<input type="radio"/>	<input type="radio"/>
4	Personal Development 2 – Self-management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.		
	Understand and practice strategies for managing thoughts and behaviors.	<input type="radio"/>	<input type="radio"/>
	Reflect on perspectives and emotional responses.	<input type="radio"/>	<input type="radio"/>
	Set, monitor, adapt, and evaluate goals to achieve success in school and life.	<input type="radio"/>	<input type="radio"/>
5	Social Development 1 – Social Awareness		
	Be aware of the thoughts, feelings, and perspectives of others. Demonstrate awareness of cultural issues and a respect for human dignity and differences.	<input type="radio"/>	<input type="radio"/>
6	Social Development 2 – Interpersonal Skills		
	Demonstrate communication and social skills to interact effectively.	<input type="radio"/>	<input type="radio"/>
	Develop and maintain positive relationships.	<input type="radio"/>	<input type="radio"/>
	Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.	<input type="radio"/>	<input type="radio"/>



• • • ADDITIONAL CONSIDERATIONS • • •

# Student Outcome Matrix

OUR PROGRAM MONITORS:		YES	NO
1	Attendance	<input type="radio"/>	<input type="radio"/>
2	Grades	<input type="radio"/>	<input type="radio"/>
3	Homework completion	<input type="radio"/>	<input type="radio"/>
4	Progress on school assessments	<input type="radio"/>	<input type="radio"/>
5	Graduation rate	<input type="radio"/>	<input type="radio"/>
6	Student initiative	<input type="radio"/>	<input type="radio"/>
7	Youth engagement with learning	<input type="radio"/>	<input type="radio"/>
8	Civic participation	<input type="radio"/>	<input type="radio"/>
9	Relationships with adults	<input type="radio"/>	<input type="radio"/>
10	Relationships with peers	<input type="radio"/>	<input type="radio"/>
11	Problem-solving skills	<input type="radio"/>	<input type="radio"/>
12	Communication skills	<input type="radio"/>	<input type="radio"/>
13	Social skills	<input type="radio"/>	<input type="radio"/>
14	Changes in student interests	<input type="radio"/>	<input type="radio"/>
15	New skills	<input type="radio"/>	<input type="radio"/>
16	Increased physical activity	<input type="radio"/>	<input type="radio"/>
17	Positive nutrition choices	<input type="radio"/>	<input type="radio"/>
18	Improved self-confidence	<input type="radio"/>	<input type="radio"/>
19	Reductions in misconduct, risky behaviors, and/or juvenile crime	<input type="radio"/>	<input type="radio"/>
20	Youth-led, youth-driven activities with adults serving as guides on the side	<input type="radio"/>	<input type="radio"/>
21	Youth as responsible citizens	<input type="radio"/>	<input type="radio"/>
22	Leadership opportunities – planning an activity, a project, a day, and a week	<input type="radio"/>	<input type="radio"/>
23	Opportunities to use their opinions and input	<input type="radio"/>	<input type="radio"/>
24	Explanation and guidance when youth input is not used	<input type="radio"/>	<input type="radio"/>
25	Opportunities for youth to design their own program offerings	<input type="radio"/>	<input type="radio"/>
26	Flexibility within space, which is warm and welcoming	<input type="radio"/>	<input type="radio"/>
27	Space to display their work or art of their choice	<input type="radio"/>	<input type="radio"/>

		YES	NO
28	A unique place that does not mirror school classrooms	<input type="radio"/>	<input type="radio"/>
29	Resources for games/recreation	<input type="radio"/>	<input type="radio"/>
30	An accepting climate	<input type="radio"/>	<input type="radio"/>
31	Monitoring supervision, not direct supervision	<input type="radio"/>	<input type="radio"/>
32	Independence/choice	<input type="radio"/>	<input type="radio"/>
33	Inclusion of stipends/wages, if available	<input type="radio"/>	<input type="radio"/>
34	Access to mentoring, caring adults who know how to listen and want to work with youth	<input type="radio"/>	<input type="radio"/>
35	Fun, enjoyable activities	<input type="radio"/>	<input type="radio"/>
36	Flexible hours	<input type="radio"/>	<input type="radio"/>
37	Assistance with college preparation, workforce development and life skills	<input type="radio"/>	<input type="radio"/>

*Youth want their time to count with programs that provide relevancy for now and the future. Connection with peers and flexible hours are important to them.*

• • • ADDITIONAL CONSIDERATIONS • • •

# Healthy Eating and Physical Activity (HEPA)

OUR PROGRAM MONITORS:	YES	NO
<b>1</b> On a daily basis, the program:		
Serves a fruit or vegetable (fresh, frozen, canned, or dried without added sugar).	<input type="radio"/>	<input type="radio"/>
Offers water at the table during snack and has water accessible at all times.	<input type="radio"/>	<input type="radio"/>
Only serves foods made without trans fat.	<input type="radio"/>	<input type="radio"/>
Serves beverages that are not made with caloric sweeteners. Beverages made with caloric sweeteners include but are not limited to sodas, juices, juice drinks/ades, sports drinks or iced teas.	<input type="radio"/>	<input type="radio"/>
Serves no candy or other foods that are primarily sugar based.	<input type="radio"/>	<input type="radio"/>
Through portion size and variety of items offered each day, provides each student with enough calories to avoid both hunger and over eating.	<input type="radio"/>	<input type="radio"/>
Offers choices and accommodates dietary restrictions related to allergy, food intolerance, religion and culture. Examples include offering high-calcium beverages for children that cannot drink regular cow's milk such as soymilk or lactose-free milk.	<input type="radio"/>	<input type="radio"/>
<b>2</b> The menu:		
Emphasizes nutrient dense options including baked goods made with whole grains and without trans fats, and protein foods that include lean meats, nuts, or beans.	<input type="radio"/>	<input type="radio"/>
Emphasizes healthy beverages including low or nonfat milk; plain or naturally flavored non-carbonated water; and 100% fruit juice.	<input type="radio"/>	<input type="radio"/>
Does not offer flavored milk made with added sugars or artificial ingredients.	<input type="radio"/>	<input type="radio"/>
Fruit juice should be limited to one 8 oz. serving per day	<input type="radio"/>	<input type="radio"/>
Does not limit low/nonfat plain milk or water	<input type="radio"/>	<input type="radio"/>
Offers sweet baked goods no more than twice a month, and these contain no trans fat	<input type="radio"/>	<input type="radio"/>
Serves no foods that are deep-fried, pan-fried or flash-fried unless a healthy oil (unsaturated or polyunsaturated such as canola, peanut or olive oil) was used in the frying process.	<input type="radio"/>	<input type="radio"/>

		YES	NO
	Does not offer fried salty snacks such as potato or corn chips regardless of type of oil used in cooking.	<input type="radio"/>	<input type="radio"/>
	Avoids foods and beverages made with artificial ingredients (sweeteners, flavors, or colors).	<input type="radio"/>	<input type="radio"/>
	Is based on a minimum 2 week cycle, and ideally a 4 week cycle to maximize variety.	<input type="radio"/>	<input type="radio"/>
<b>3</b>	Alternatively, or in addition, the Program's food choices are guided by an evidence-based source of nutrition guidelines for snack menus whose content is drawn from scientific literature. Programs should avoid guidelines produced by institutions with ties to specific products or for-profit industries. Examples of evidence-based sources of nutrition guidelines, include, but are not limited to:	<input type="radio"/>	<input type="radio"/>
	Institute of Medicine Nutrition Standards for Foods in Schools Standards for the Afterschool Setting.	<input type="radio"/>	<input type="radio"/>
	California Department of Education Nutrition Standards for Snacks in After School Programs.	<input type="radio"/>	<input type="radio"/>
	Alliance for a Healthier Generation school meals and competitive foods afterschool program standards.	<input type="radio"/>	<input type="radio"/>
	USDA Child and Adult Care Food Program	<input type="radio"/>	<input type="radio"/>
	School Wellness Policy and Procedure document	<input type="radio"/>	<input type="radio"/>
	YMCA health promotion standards for afterschool programs	<input type="radio"/>	<input type="radio"/>
<b>4</b>	All training on Healthy Eating is comprehensive, evidence-based, does not support a particular industry or food sector agenda, and delivered by qualified personal.	<input type="radio"/>	<input type="radio"/>
<b>5</b>	Facilities adheres to local standards/regulations for food safety.	<input type="radio"/>	<input type="radio"/>
<b>6</b>	Healthy menu development	<input type="radio"/>	<input type="radio"/>
	Appropriate Staff (those charged with this responsibility) receive training in healthy menu development at least once each year	<input type="radio"/>	<input type="radio"/>
	New staff are quickly oriented to healthy menu development (if regularly scheduled training is at least a month away).	<input type="radio"/>	<input type="radio"/>
	At least 2 staff are trained at a time.	<input type="radio"/>	<input type="radio"/>
<b>7</b>	Health promotion awareness training and coaching	<input type="radio"/>	<input type="radio"/>
	All staff receive training on the role of healthy eating, physical activity, and social supports for healthy behaviors minimally once per year.	<input type="radio"/>	<input type="radio"/>
	New staff are quickly oriented to this information.	<input type="radio"/>	<input type="radio"/>
<b>8</b>	The program uses a curriculum that is grounded in nutrition and behavioral science such as a CATCH Kids Club or YMCA's Food and Fun After School.	<input type="radio"/>	<input type="radio"/>

		YES	NO
9	USDA Cooperative Extension nutritionists deliver curriculum.	<input type="radio"/>	<input type="radio"/>
10	Function of food in the program is to promote healthy eating and good nutrition	<input type="radio"/>	<input type="radio"/>
	Food is not used as a reward or punishment	<input type="radio"/>	<input type="radio"/>
	Holidays and birthdays are celebrated with healthy items	<input type="radio"/>	<input type="radio"/>
	Fundraisers emphasize healthful foods or rely on non-food items.	<input type="radio"/>	<input type="radio"/>
11	Students participate in food selection, distribution, preparation, and clean-up.	<input type="radio"/>	<input type="radio"/>
12	Staff model and promote healthy eating.	<input type="radio"/>	<input type="radio"/>
	Staff members sit and eat the daily program snack or meal with students	<input type="radio"/>	<input type="radio"/>
	Staff discuss the health benefits of snack components with children	<input type="radio"/>	<input type="radio"/>
	Staff members do not bring in/consume personal food or beverages in front of children other than items that would appear on the program's menu.	<input type="radio"/>	<input type="radio"/>
13	Parents are engaged with the program's emphasis on healthy eating.	<input type="radio"/>	<input type="radio"/>
	Educational materials (that meet standards for curriculum above) are made available to parents/families through pamphlets, newsletters, email blasts, and/or other means	<input type="radio"/>	<input type="radio"/>
	Healthy food is served at parent events.	<input type="radio"/>	<input type="radio"/>
	Parents receive guidelines about food that may be brought into the program by the parent or child to ensure that such foods support the healthy eating objectives of the program.	<input type="radio"/>	<input type="radio"/>
	The program has a process in place for discussing inappropriate food choices with parents.	<input type="radio"/>	<input type="radio"/>
	Healthy eating standards and practices are shared and discussed during parent advisory group meetings.	<input type="radio"/>	<input type="radio"/>
	Programs develop parent advisory groups to support developing healthy habits at home.	<input type="radio"/>	<input type="radio"/>
14	The program budgets appropriately for food costs based on a food and beverage program that addresses the above standards.	<input type="radio"/>	<input type="radio"/>
15	The program accesses federal nutrition programs that can assist with providing healthy snacks and meals to participants, including the Child and Adult Care Food Program, the National School Lunch Program, and the Summer Feeding Program.	<input type="radio"/>	<input type="radio"/>
16	If the food budget has a small margin, the program does not use their food budget for food-based crafts (i.e., uses their supply budget for pasta intended for use in craft projects).	<input type="radio"/>	<input type="radio"/>

		YES	NO
17	Program managers and executives support healthy eating through coaching, mentoring, and monitoring menu quality.	<input type="radio"/>	<input type="radio"/>
18	Foods served at the staff meetings are healthy.	<input type="radio"/>	<input type="radio"/>
19	Staff at all levels model healthy eating on the job.	<input type="radio"/>	<input type="radio"/>
20	No posters or advertisements on the walls promote unhealthy foods or include logos or trademarks from companies that produce foods that do not support the healthy eating standards.	<input type="radio"/>	<input type="radio"/>
21	The program environment provides positive messages about healthy eating through posters, pictures, and books.	<input type="radio"/>	<input type="radio"/>
22	Students do not have access to vending machines that sell foods and beverages that do not support the healthy eating standard.	<input type="radio"/>	<input type="radio"/>
23	The program restricts screen time (as described in Physical Activity section) to avoid exposure to food marketing.	<input type="radio"/>	<input type="radio"/>
24	The program has adequate kitchen and storage facilities – and has adequate access to them – to support the healthy eating standards, for example, through shared use agreement with host sites.	<input type="radio"/>	<input type="radio"/>
25	Dedicates at least 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program).	<input type="radio"/>	<input type="radio"/>
26	Provides physical activities in which students are moderately to vigorously active for at least 50% of the physical activity time.	<input type="radio"/>	<input type="radio"/>
27	Play takes place outdoor whenever possible.	<input type="radio"/>	<input type="radio"/>
28	Ensures that daily physical activity time includes aerobic and age-appropriate music, and bone strengthening, and cardio-respiratory fitness activity.	<input type="radio"/>	<input type="radio"/>
29	Includes a variety of physical activity options aimed at engaging students in fun, recreational, and life-long learning opportunities.	<input type="radio"/>	<input type="radio"/>
30	Offers uninstructed free play or structured activities that involve all program attendees.	<input type="radio"/>	<input type="radio"/>
31	Offers non-competitive activities.	<input type="radio"/>	<input type="radio"/>
32	Offers competitive physical activities in an intramural program (See National Standards for Physical Education guidelines).	<input type="radio"/>	<input type="radio"/>
33	Offers activities that are adaptable, accessible, and inclusive of children with all abilities, including physical, sensory, and intellectual disabilities.	<input type="radio"/>	<input type="radio"/>
34	Conducts physical activities that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed, and delivered, safe, inclusive, developmentally appropriate, and success-oriented.	<input type="radio"/>	<input type="radio"/>
35	Provides short physical activity breaks between and/or within learning activities to invigorate children and eliminate long periods of sitting; incorporate physical activity into transition time.	<input type="radio"/>	<input type="radio"/>

		YES	NO
<b>36</b>	Does not permit access to television or movies, and limits digital device time to less than one hour per day to allow for other activities. Digital device use is limited to homework or devices/programs that actively engage children in moderate to intense physical activity.	<input type="radio"/>	<input type="radio"/>
<b>37</b>	All staff leading physical activities at the afterschool program:		
	Receive annually a minimum of eight contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS guidelines as an element of their programs.	<input type="radio"/>	<input type="radio"/>
	Are first aid/cpr certified and provide 16 hours of annual in-service training, including: new staff orientation, service training, (including new staff orientation, training in health/activity, and training in behavior management).	<input type="radio"/>	<input type="radio"/>
	Are trained in adapting physical activity opportunities to include children and youth at all levels of athletic availability and those with physical, sensory or intellectual disability.	<input type="radio"/>	<input type="radio"/>
<b>38</b>	All staff:		
	Are trained not to withhold opportunities for physical activity e.g., not being permitted to play with the rest of the class or being kept from play-time), except when a child's behavior is dangerous to himself or others. Staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.	<input type="radio"/>	<input type="radio"/>
	Are trained and familiar with curricular resources on integrating physical activity throughout the program.	<input type="radio"/>	<input type="radio"/>
<b>39</b>	Staff leads and participates in active play (e.g. games and activities).	<input type="radio"/>	<input type="radio"/>
<b>40</b>	Staff does not withhold or use physical activity as a punishment or reward.	<input type="radio"/>	<input type="radio"/>
<b>41</b>	Students participate in activity selection, organization and leadership.	<input type="radio"/>	<input type="radio"/>
<b>42</b>	Parents are engaged with the program's emphasis on healthy physical activity	<input type="radio"/>	<input type="radio"/>
	Educational materials are made available to parents/families through pamphlets, newsletters email blasts or other means.	<input type="radio"/>	<input type="radio"/>
	Parent events incorporate physical activity.	<input type="radio"/>	<input type="radio"/>
	Physical activity standards and practices are shared and discussed during parent advisory group meetings.	<input type="radio"/>	<input type="radio"/>
	Programs develop parent advisory groups to support physical activity at home.	<input type="radio"/>	<input type="radio"/>
<b>43</b>	The program budgets appropriately to provide high quality physical activity experiences.	<input type="radio"/>	<input type="radio"/>

		YES	NO
<b>44</b>	Program managers and executives support physical activity improvements through coaching, mentoring, and monitoring progress.	<input type="radio"/>	<input type="radio"/>
<b>45</b>	Program participates in ongoing self-evaluation and program improvement strategies.	<input type="radio"/>	<input type="radio"/>
<b>46</b>	The program's liability and risk management policies enable staff to participate in physical activity with students.	<input type="radio"/>	<input type="radio"/>
<b>47</b>	The organization promotes and encourages a physically active lifestyle among staff.	<input type="radio"/>	<input type="radio"/>
<b>48</b>	Equipment for games, sports, and activities is age and developmentally appropriate.	<input type="radio"/>	<input type="radio"/>
<b>49</b>	Equipment is sufficient to engage all participants and meets all required safety standards	<input type="radio"/>	<input type="radio"/>
<b>50</b>	Equipment supports USD HHS physical activity goals by facilitating cardiorespiratory and musculoskeletal fitness.	<input type="radio"/>	<input type="radio"/>
<b>51</b>	The program has adequate indoor facilities for physical activity.	<input type="radio"/>	<input type="radio"/>
<b>52</b>	The program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards for surfacing, equipment, and workmanship.	<input type="radio"/>	<input type="radio"/>
<b>53</b>	The program has adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.	<input type="radio"/>	<input type="radio"/>
<b>54</b>	The program environment provides positive messages about safe and developmentally appropriate physical activity through posters, pictures, and/or books.	<input type="radio"/>	<input type="radio"/>

*Full Healthy Eating standards can be found through the National Afterschool Association.*

••• ADDITIONAL CONSIDERATIONS •••

## *S.T.E.M. Rich Programs*

OUR PROGRAM OFFERS:		YES	NO
1	Engaging offerings	<input type="radio"/>	<input type="radio"/>
2	Inquiry-based, problem-solving, and creative offerings	<input type="radio"/>	<input type="radio"/>
3	Use of scientific method	<input type="radio"/>	<input type="radio"/>
4	Exploration and experimentation	<input type="radio"/>	<input type="radio"/>
5	Programming based upon multiple pathways, not one right answer	<input type="radio"/>	<input type="radio"/>
6	Plentiful resources	<input type="radio"/>	<input type="radio"/>
7	Reflection	<input type="radio"/>	<input type="radio"/>
8	Discussion	<input type="radio"/>	<input type="radio"/>
9	Teams/cooperative learning	<input type="radio"/>	<input type="radio"/>
10	Real world problem-solving	<input type="radio"/>	<input type="radio"/>
11	Hands-on activities	<input type="radio"/>	<input type="radio"/>
12	Programming tied to careers	<input type="radio"/>	<input type="radio"/>
13	Connection to career experts from STEM fields	<input type="radio"/>	<input type="radio"/>



# Curriculum Vetting Tool

*Evidence-Based Curriculum*

**SELECTION CRITERIA**

**EVIDENCE**

<b>1</b>	Shows positive outcomes around supporting STEM identity.	_____
<b>2</b>	Gender equitable and inclusive (strategies to reach youth from underrepresented/underserved groups).	_____
<b>3</b>	Uses inquiry-based, hands-on methodology.	_____
<b>4</b>	Creates (high) levels of engagement for learners.	_____
<b>5</b>	Incorporates knowledge about a variety of learning styles (cooperative and active learning groups, etc.) and provides opportunities for a variety of approaches.	_____
<b>6</b>	Involves students in decision-making, planning, problem-solving, risk-taking and reflection (Youth voice).	_____
<b>7</b>	Activities are age appropriate.	_____
<b>8</b>	Includes strategies for a variety of learners including special needs students (or can be adapted).	_____
<b>9</b>	Increases students' sense of self as learners.	_____
<b>10</b>	Meets STEM standards (NGSS, Common Core).	_____
<b>11</b>	Rigorous and engaging STEM content.	_____
<b>12</b>	Has a written curriculum or guide book that is user-friendly and accessible.	_____
<b>13</b>	Uses affordable, culturally familiar, and easy to obtain materials.	_____
<b>14</b>	Is adaptable for a variety of settings (urban, suburban, rural).	_____
<b>15</b>	Meets youth development criteria (list).	_____
<b>16</b>	Includes multiple strategies for parent involvement.	_____
<b>17</b>	Includes activities around career connections.	_____
<b>18</b>	Includes role model activities.	_____
<b>19</b>	Includes literacy connections.	_____
<b>20</b>	Adheres to NSTA safety guidelines and cyberspace safety guidelines where applicable (see <a href="http://www.nsta.org/pdfs/440.pdf">http://www.nsta.org/pdfs/440.pdf</a> )	_____

*\*The Curriculum Vetting Tool is adapted from Great Science for Girls, a National Science Foundation funded program.*

# Definitions *in relationship to these guidelines*

**AFTERSCHOOL** Youth programming occurring beyond the school day (before or after school, weekends, holidays, summers). Programs can be school-linked/school-based; community-based; faith-based; or youth-led.

**CLIMATE** Subjective experiences in a school/afterschool setting (Cohen, 2006). Examples: safe, caring, participatory, responsive (Berkowitz & Bier, 2005; Catalano, et. al. 2002; Greenberg, et. al. 2003).

**CULTURAL SENSITIVITY** Creating an understanding of positive cross-cultural experiences; developing an awareness that cultural differences exist and these differences effect values and learning (Stafford, Bowman, Eking, Hanna, & Lopoos-DeFede, 1997).

**CURRICULUM** Program content and how it is delivered.

**DIVERSITY** Understanding, acceptance, and respect of individual differences.

**LOGIC MODEL** A graphic representation of a project or program, activities to be managed, and outcomes and outputs expected. One example: Inputs > Activities or processes > Outputs > Outcomes.

**OUTCOMES** The change expected. Example: Increased attendance, better test scores, improved behavior.

**OUTPUTS** A product or result of an intervention. Example: science fair or summit.

**POSITIVE YOUTH DEVELOPMENT** An approach that communities can take to become great places for young people to grow up ([http://www.actforyouth.net/youth\\_development/](http://www.actforyouth.net/youth_development/)).

**STEM** An acronym for science, technology, engineering, and math.

**YOUTH** Children and adolescents who are school-age through teen-age.

**YOUTH DEVELOPMENT FRAMEWORK/APPROACH** A positive youth development approach builds upon the youth's assets and strengths rather than focusing on his/her problems, obstacles, and/or risk-taking behavior. A positive youth development framework includes opportunities for youth to develop self-confidence, practice leadership skills, and to improve in a variety of ways.

**YOUTH OUTCOMES** Changes and gains made by youth as they grow and develop into adulthood, including knowledge, skills, attributes, and behaviors that youth must develop to be caring, healthy, and responsive adults.

# References

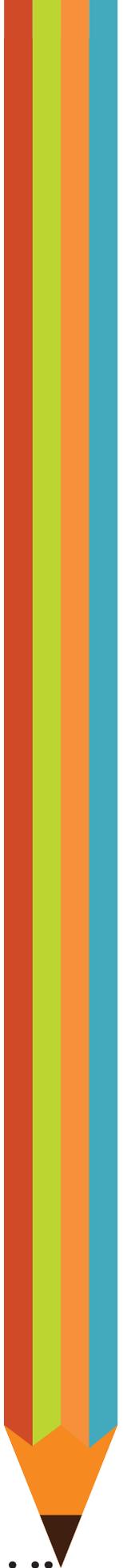
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