

# KANSAS AFTERSCHOOL PROGRAM

*Quality Guidelines &  
Assessment Tools*





# 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. A second edition of the quality guidelines and self-assessment was created in 2018 with the support of the Quality Afterschool Workgroup. The 2021 update brings up to date guidelines and a version of the self-assessment that is further aligned with the Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri). The quality guidelines, self-assessment tool, and a list of resources can be found on the Kansas Enrichment Network website at <https://kansasenrichment.net>.

The goal of this document is to provide out-of-school time professionals with a set of guidelines and self assessment tools to reference as they strive to provide high quality programming, intentional supports and opportunities for the school aged and teenaged youth in their communities. Periodic program assessment allows organizational leaders to plan and prioritize interventions.

## HOW TO USE THESE GUIDELINES

It is recommended that programs begin by reviewing the Kansas Out-of-School Program: Quality Guidelines and Self-Assessment Tools and the Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri) thoroughly. The Kansas Out-of-School Program: Quality Guidelines and Self-Assessment Tools are organized into 2 sections: Guidelines and Self-Assessments. Resources related to each category can be found online at <https://kansasenrichment.net/guidelineresources/>.

Study each of the Kansas Out-of-School Program Quality Guidelines. The five categories are:

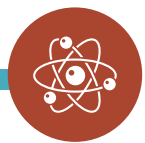
- Operations
- Programming
- Relationships
- Family Involvement
- Professional Development

The purpose of the self-assessment 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 provide an opportunity to prioritize plans for improvement. Performance is based on the frequency and quality 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 has not started or is just beginning to work in this area and has an urgent need to address this practice.



**LEVEL 2** Our program is making efforts in this area and will need to develop specific strategies to move to the next level.



**LEVEL 3** Our program is proficient in this area and is employing targeted actions to continually improve.



**LEVEL 4** Our program has achieved a high level of proficiency in this area and needs minimal additional work to be exceptionally proficient.



**LEVEL 5** Our program is exceptionally proficient in this practice and can clearly demonstrate this in observable ways. We promote ongoing growth and development on this topic based on current research and best practices.

Programs should strive to meet Level 4 or 5 for each indicator to demonstrate overall program quality. Assistance and support should be sought for areas scoring as Level 1 or 2.

**TARGET** provides you with the opportunity to specify when improvement will occur (right now, in 6 months, or in 12 months). Practices that receive a 1 or 2 rating will 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 5 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.

# Contents

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.

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## OPERATIONS / 1

### 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

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## PROGRAMMING / 9

### 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

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## RELATIONSHIPS / 17

### CORE COMPETENCIES

- CCVI Interactions with Children/Youth/Others**  
Providing Individual Guidance  
Enhancing Group Experiences

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## FAMILY ENGAGEMENT / 23

### CORE COMPETENCIES

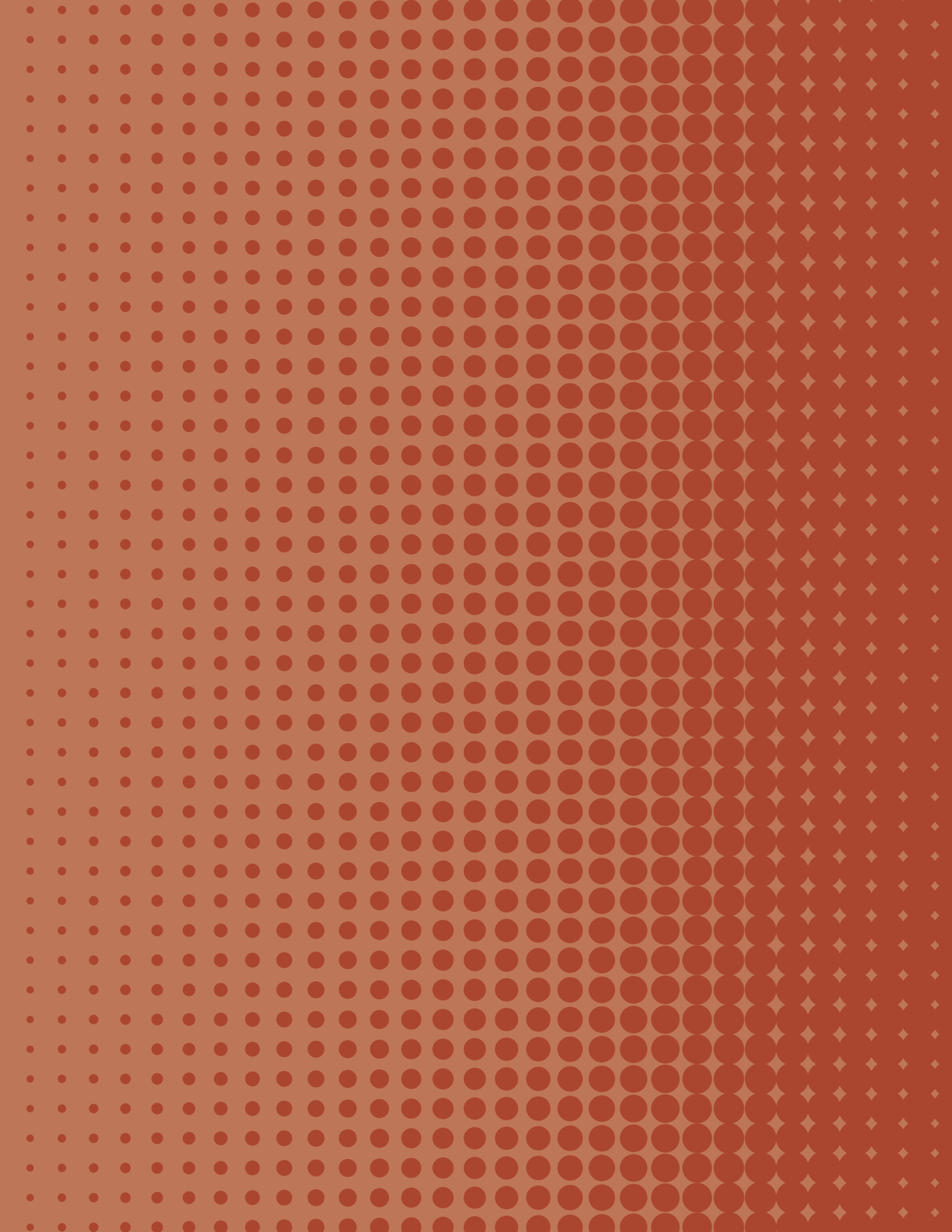
- CCIV Interactions with Family and Communities**  
Enhancing community connections and resources responsive to the needs of youth and families

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## PROFESSIONAL DEVELOPMENT / 27

### CORE COMPETENCIES

- CC VIII Professional Development And Leadership**  
Displaying Professionalism in Practice  
Ongoing Professional Growth  
Leadership and Advocacy



# OPERATIONS



*A quality program employs reliable system that foster responsible fiscal management, address program sustainability, and project the need for continuous enhancements of the program, safety, staff, and youth through evaluations.*

## CORE COMPETENCIES

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

## • • • OPERATIONS • • •

**GUIDELINE 1:** *The program has a clear mission statement and business plan that includes:*

- 1.1** A written statement of mission and goals encompassing all aspects of the program (e.g., staff, financial, community).
- 1.2** Youth, 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 program.

**ASSESSMENT 1:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Develops a written statement of its mission and goals that encompasses all aspects of the program                   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Involves youth, staff, parents/guardians, and board members in its long-term planning and decision-making efforts   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses a marketing strategy to promote and publicize their program  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Maintains compliance with required governmental mandates, including licensing standards (if applicable)             | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses appropriate business and bookkeeping practices; has an approved budget that is reviewed and adjusted regularly | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Holds quarterly meetings with partners, board members, and other community supporters                               | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Implements a long-term plan for sustaining and growing program  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |



## • • • OPERATIONS • • •

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

- 2.1** A personnel manual and written job description is provided 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 is provided for each staff/volunteer.
- 2.3** Comprehensive orientation for all staff/volunteers occurs 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
  - critical incident reporting
- 2.4** Staff meetings are scheduled regularly; staff attendance is expected. Volunteers are encouraged to attend.
- 2.5** Ongoing professional development requirements are established to address the needs of the staff and volunteers.

**ASSESSMENT 2:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Uses a personnel manual that staff/volunteers agree to follow and comply with the policies and regulations  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Maintains job descriptions for each job/volunteer position  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides staff/volunteers a written policy/procedure manual explaining program practices and health and safety protocols  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides comprehensive orientation for all staff/volunteers within one month of beginning employment or volunteer experiences. See guideline 2.3 for an overview of topics to cover in this orientation | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Holds regularly scheduled meetings with expected staff attendance and documented minutes; encourages volunteers to attend meetings as appropriate   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Ensures ongoing professional development goals are met and staff/volunteers utilize continuous improvement strategies   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • OPERATIONS • • •

**GUIDELINE 3:** *Maintain accurate and ongoing written documentation in multiple facets of the program.*

- 3.1** Personnel files for staff and volunteers, including documentation required by internal policy/state regulation, are maintained according to organizational policies. These may include references, background checks, health assessments that include TB testing, training documentation, signed manual compliance sheet, etc.
- 3.2** Youth records such as: daily attendance records, a system for checking youth in and out of the program, snack/meal consumption, and a record of their daily activities are maintained according to organizational policies
- 3.3** Required program participant files (i.e., EMR contacts, medication forms, enrollment forms, health assessments, immunizations, critical incident reports, and persons authorized to pick up the child) are maintained according to organizational policy.
- 3.4** Program policies support and respect confidentiality of youth and families
- 3.5** Organization employs a systematic process to record and track program expenses.
- 3.6** Organization ensures timely submission of required reports and documentation to partners and agencies.
- 3.7** A system for processing and tracking program-related income (i.e., donations and payments) is established.
- 3.8** Critical incidents are documented; physical and/or electronic copies provided to the parent/guardian of the youth involved.
- 3.9** Surveys are regularly administered to collect feedback from youth, parents, staff, and community members.

**ASSESSMENT 3:** *A quality program...*

| INDICATOR  | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|--|-------------------|---|---|---|---|------------|--------------|---------------|
|  | 1                 | 2 | 3 | 4 | 5 |            |              |               |
| Maintains secure personnel files for staff and volunteers  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Keeps daily records of youth including snack/meal consumption, activity tracker, and check in/out process.                       | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Maintains secure program participant files that include documents required by organizational policy or state regulations         | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Records and tracks program expenses  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Submits required reports to relevant partners and/or agencies.   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Systematically processes & tracks program-related income   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Documents critical incidents and provides copies to the parent/guardian of the child involved                                    | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides structured opportunities for feedback from youth, caregivers, staff, and community members regarding program operations | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • OPERATIONS • • •

### **GUIDELINE 4:** *Recruit, hire, and work to retain qualified staff members.*

- 4.1** Staff members are hired in compliance with organizational policies/state standards.
- 4.2** Adequate staff-to-participant ratios comply with organizational policies/state standards.
- 4.3** A written training plan is developed based upon needs assessment of staff and volunteers.
- 4.4** Multiple recruitment strategies are employed to locate qualified staff.
- 4.5** Staff are guided through goal setting, self-assessment activities which strive for continuous improvement strategies
- 4.6** A system is established for staff/volunteer recognition

### **ASSESSMENT 4:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Hires staff in compliance with internal policies and state training standards                               | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Maintains an adequate staff-to-participant ratio that complies with organizational policies/state standards | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Creates and maintains written training plan based on a needs assessment of staff/volunteers                 | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses multiple recruitment strategies to identify qualified staff  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Implements goal setting, self-assessment and continuous improvement strategies for all staff                | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Recognizes staff and volunteers for their contributions   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • OPERATIONS • • •

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

- 5.1** Adequate accommodations are available for varying program activities (i.e., tutoring, independent study, active play, quiet play, socializing, and eating).
- 5.2** Adequate and convenient storage spaces are available for equipment, materials, and personal possessions for both youth and staff members.
- 5.3** Program provides adequate space and equipment that encourages youth independence and creativity.
- 5.4** Youth have appropriate access to materials.
- 5.5** Restrooms and drinking facilities meet the needs of all youth and staff including access to single stall restrooms.
- 5.6** An inclusive and welcoming environment for all youth reflects the diversity of the population served.
- 5.7** A safe and separate area for children who become ill while attending the program is available at all times.
- 5.8** The physical environment is modified to meet the needs and promote inclusion of youth who need accommodations.
- 5.9** A variety of outdoor equipment and games encourage both high and low intensity activities.

**ASSESSMENT 5:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| INDOOR SPACES:  |                   |   |   |   |   |            |              |               |
| Accommodates various program activities   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Features adequate and safe storage space for equipment, materials, and personal possessions for youth and staff members | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Gives youth appropriate and equitable access to equipment and materials   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Has restrooms, and drinking facilities to meet the needs of youth and staff   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Is inclusive and welcoming and reflect the diversity of the populations served  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Is modified to meet youth and staff accommodations  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| OUTDOOR SPACES:   |                   |   |   |   |   |            |              |               |
| Adequately accommodate varying program activities   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Use equipment that encourages independence and creative play and various activities                                     | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Ensures a safe and separate area for children who become ill while attending program                                    | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

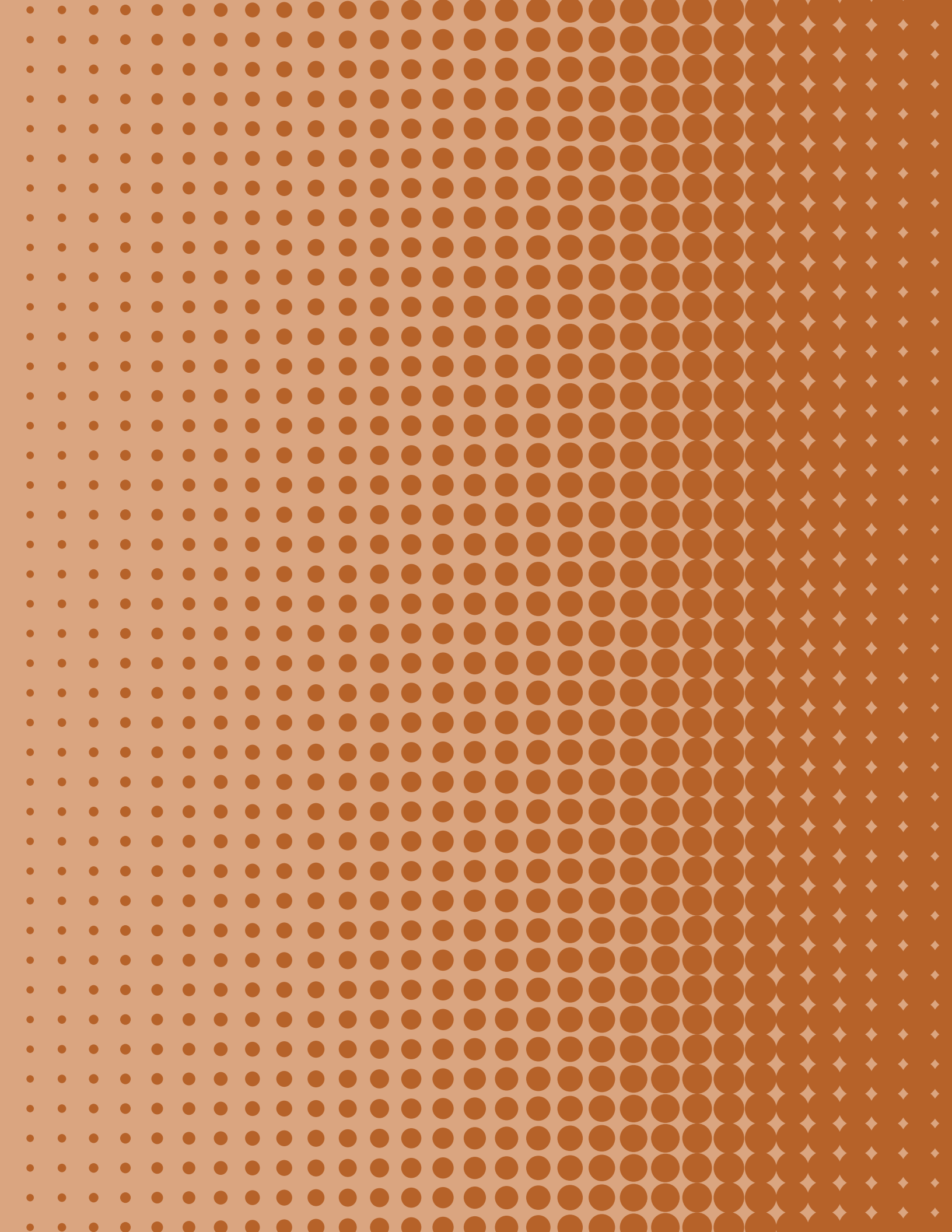
## • • • OPERATIONS • • •

**GUIDELINE 6:** *The program provides an emotionally and physically safe, sanitary, and secure environment to meet the needs of all youth.*

- 6.1** No observable safety hazards are present in the program space
- 6.2** Background checks for all staff members and volunteers are consistent with organizational policies and state regulations.
- 6.3** Medical screenings and physicals for staff and volunteers are consistent with organizational policies and state regulations.
- 6.4** Adequate hand washing facilities are available for staff and youth
- 6.5** Staff provide constant supervision and awareness of youth location and their activities; staff utilizes check in/check out procedures.
- 6.6** At least one staff member with a current first aid certificate, including CPR training, is present at all times.
- 6.7** Climate of the program space is appropriately controlled.
- 6.8** All program spaces are sanitary and cleaned regularly.
- 6.9** Access to program space is secure and monitored by program staff.
- 6.10** Staff are properly trained in safety and emergency procedures. Emergency plans are displayed for all to see.
- 6.11** Emergency drills are practiced regularly. All staff, youth, volunteers, and guardians are familiar and comfortable with the emergency drills and plans including fire, natural disasters, and lockdown/out procedures.

**ASSESSMENT 6:** *A quality program...*

| INDICATOR  | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|--|-------------------|---|---|---|---|------------|--------------|---------------|
| Utilizes outdoor spaces that have no observable safety hazards in the program spaces.  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Performs background checks for all staff members and volunteers consistent with organizational policies and state regulations. | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Requires medical screenings and physicals for staff and volunteers per organizational policies                                 | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Ensures access to hand washing facilities for youth and staff.   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Maintains constant supervision and awareness of youth location and their activities.   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses check-out/sign-out procedures.  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Schedules one first aid certified staff member on each program shift.  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Appropriately controls the climate in the program areas  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Cleans and disinfects spaces and materials regularly   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Trains staff in safety and emergency procedures; displays emergency plans for all to see                                       | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Practices emergency drills and displays plans for all to see   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |



# 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, discovery, and progression.*

## 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/or snacks are available daily.
- 1.2** Age-appropriate furniture and equipment is in good condition and is used by staff and youth appropriately.
- 1.3** Program utilizes age-appropriate and aesthetically appealing visual aids.
- 1.4** Program space includes a defined area for showcasing youth work.
- 1.5** Program effectively communicates the program's code of conduct to youth, staff, and caregivers
- 1.6** Organization develops protocols to offer emotional support and strategies for conflict resolution.
- 1.7** An emotionally safe space separate from the main room is available for youth de-escalation or conflict resolution.
- 1.8** Daily opportunities are available for physical activity including outdoor play, weather permitting.

**ASSESSMENT 1:** *A quality program...*

| INDICATOR  | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|--|-------------------|---|---|---|---|------------|--------------|---------------|
| Serves nutritious meals and snacks daily   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Has age-appropriate furniture and equipment that is in good condition  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses age-appropriate, aesthetically appealing visual aids  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Has defined spaces for showcasing youth work   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Communicates a code of conduct to youth, staff, and caregivers effectively   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides a safe space, with an emotionally supportive staff member, for youth to process conflict or to de-escalate. | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Protocols in place to offer emotional support and process and resolve conflict.                                      | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Present youth with adequate outdoor play time, weather permitting  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |



## • • • PROGRAMMING • • •

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

- 2.1** Activities reflect the mission and philosophy of the program.
- 2.2** Project-based activities encourage creativity and promote self-expression.
- 2.3** Experiential opportunities allow youth to be exposed to diverse pathways for learning.
- 2.4** Quality academic tutoring is provided for youth requesting support.
- 2.5** Diverse learning options offer opportunities for choosing and pursuing interests.
- 2.6** An emotionally safe environment encourages youth to discover through trial and error.
- 2.7** Opportunities for youth ownership and pride in program membership occur regularly.
- 2.8** Sufficient, age-appropriate supplies and materials are available on a daily basis.
- 2.9** Activities are divided by age or skill level.
- 2.10** Opportunities exist for youth to work individually, in small groups, and in whole group.
- 2.11** Opportunities exist for youth to lead others and experience different levels of self-management.
- 2.12** Opportunities exist for older youth to mentor and guide younger youth.
- 2.13** Opportunities exist for youth reflection on concepts and experiences.

**ASSESSMENT 2:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Implements activities that reflect the mission and philosophy of the program.       | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Plans project-based activities to encourage creativity and promote self-expression. | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides experiential opportunities to expose youth to new pathways for learning.   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

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| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Provides academic tutoring for those in need and alternatives for others not in tutoring.           | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides diverse learning opportunities for choosing and pursuing interests.                        | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Creates an emotionally safe environment which encourages youth to discover through trial and error  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Has youth ownership and pride in the program  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides sufficient, age-appropriate supplies and materials   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Divides activities by age or skill level and has multi-age groups, when appropriate                 | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Allows youth to work individually, in small groups, and whole group                                 | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Provides opportunities for youth to lead others and experience different levels of self-management. | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Encourages older youth to mentor younger youth in appropriate situations.                           | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Includes opportunities for youth reflection on concepts and experiences.                            | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • PROGRAMMING • • •

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

- 3.1** Former participants are encouraged to engage as volunteers or staff.
- 3.2** Promotional materials related to the program are accessible to all families (i.e. multiple languages, digital and print copies, verbal relay of information, and any other additional modifications deemed necessary by your community)
- 3.3** Explore community resources through partnerships, projects, and activities.
- 3.4** Collaborate with school-day personnel to bridge academic and behavioral connections.
- 3.5** Provide opportunities for community service/service learning and reflection on those experiences.

**ASSESSMENT 3:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
|   | 1                 | 2 | 3 | 4 | 5 |            |              |               |
| Involves former participants as volunteers and staff  |                   |   |   |   |   | ○          | ○            | ○             |
| Informational materials on program offerings, membership, and partnerships are made accessible in a wide variety of ways. |                   |   |   |   |   | ○          | ○            | ○             |
| Explores community resources through projects and activities  |                   |   |   |   |   | ○          | ○            | ○             |
| Collaborates with school-day personnel to bridge academic connections   |                   |   |   |   |   | ○          | ○            | ○             |
| Provides opportunities for community service/service learning and reflection on those experiences                         |                   |   |   |   |   | ○          | ○            | ○             |

## • • • PROGRAMMING • • •

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

- 4.1** Flexible hours of operation meet the needs of the youth and caregivers.
- 4.2** A program activity schedule is available to staff, youth, and their caregivers.
- 4.3** Youth and caregivers have formal and informal opportunities to express their opinions and concerns regarding program offerings and dynamics.
- 4.4** Schedule ensures adequate, intentional, and age-appropriate transitions.
- 4.5** Appropriate pacing of program activities maximize engagement and learning opportunities.

**ASSESSMENT 4:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Maintains flexible hours of operation that meets the needs of the youth and caregivers  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Creates a program activity schedule for use by staff, youth, and caregivers and encourages their input in its development                             | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Presents opportunities, formal and informal, for youth and caregivers to express their opinions and concerns regarding program offerings and dynamics | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Has adequate, age-appropriate, and smooth transitions   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Program schedule is paced to maximize engagement and learning opportunities   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

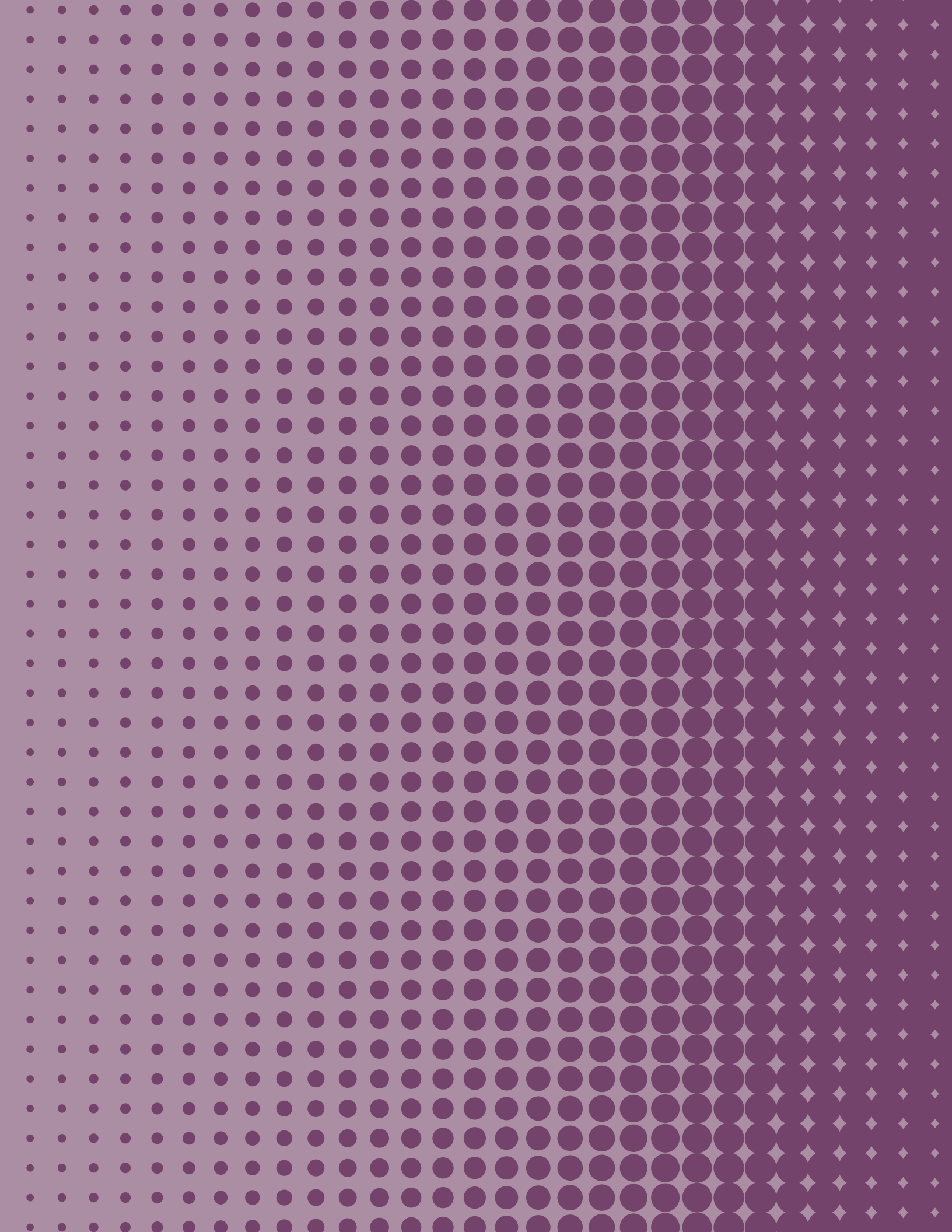
## • • • PROGRAMMING • • •

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

- 5.1** Youth participate in program development and activity selection.
- 5.2** Staff acknowledge youth input by utilizing feedback in creation of future program design and offerings.
- 5.3** Allows youth to develop youth-led activities and programs.

**ASSESSMENT 5:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
|   | 1                 | 2 | 3 | 4 | 5 |            |              |               |
| Fosters youth participation in program development and selection and gives them the chance for feedback |                   |   |   |   |   | ○          | ○            | ○             |
| Acknowledges youth input by utilizing feedback in creation of future program design and offerings       |                   |   |   |   |   | ○          | ○            | ○             |
| Encourages youth to develop youth-led activities  |                   |   |   |   |   | ○          | ○            | ○             |



# RELATIONSHIPS



*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, discovery, and progression.*

## 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** Recognize all youth by learning their names, their interests, about their families, etc.
- 1.2** Formally create program strategies that ensure a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.).
- 1.3** Utilizes a student/staff generated list of shared expectations that foster team building, personal interactions, and conflict resolution. List is revised as needed.
- 1.4** Build positive and intentional relationships through the use of conflict resolution techniques.
- 1.5** Employ strategies to encourage youth to accept personal and shared responsibility for program conduct.
- 1.6** Ensure that staff exhibit a warm, supportive, and caring manner reflected by clear, non-aggressive language, and voice.
- 1.7** Ensure that staff and youth maintain appropriate physical boundaries with respect to age, gender identity, culture, and preferences of youth.
- 1.8** Encourage staff to serve as positive role models.
- 1.9** Inform caregivers about policies related to positive behavior techniques used in the program.

**ASSESSMENT 1:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Recognizes all youth by learning their names, their interests, about their families, etc.   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Fosters an environment that embodies a sense of belonging   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Uses a youth/staff generated list of shared expectations that foster team building, personal interactions, and conflict resolution.       | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Implements positive, intentional relationship-building practices through conflict resolution techniques                                   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Encourages youth to accept personal and shared responsibility for program conduct   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Promotes a supportive, and caring environment by ensuring that staff use non-aggressive language and tone of voice                        | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Staff and youth maintain appropriate physical boundaries with respect to age, gender identity, culture, and personal preferences of youth | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Employs staff who serve as positive role models   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Caregivers are informed of policies related to positive behavior techniques used in the program.  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |



## • • • RELATIONSHIPS • • •

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

- 2.1** Reciprocal respect between staff members is encouraged and expected.
- 2.2** Staff share decision making, planning, and reflection.
- 2.3** Training in the expectations for staff/staff relationships is in accordance with organizational policy.
- 2.4** Conflict resolution techniques are implemented among staff members and volunteers while modeling techniques for youth.
- 2.5** A supportive and caring environment is demonstrated through clear, non-aggressive language and tone of voice.
- 2.6** Staff interactions are appropriate for age, gender identity, culture, and preferences of all staff members.

**ASSESSMENT 2:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Encourages respectful reciprocating relationships between staff members   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Incorporates shared decision-making, planning, and evaluation practices   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Offers training in the expectations for staff in accordance with organizational policy  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Promotes positive and intentional engagement in building individual working relationships   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Recommends conflict resolution techniques to solve issues among staff members and volunteers and encourages modeling these techniques for youth | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Fosters a supportive and caring staff environment demonstrated through clear, non-aggressive language and tone of voice                         | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Ensures that staff interactions are appropriate for age, gender identity, culture and personal preferences of staff members                     | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • RELATIONSHIPS • • •

**GUIDELINE 3:** *Program youth engage in positive youth relationships.*

- 3.1** Mutual respect and acceptance among youth is encouraged and expected
- 3.2** Program strategies foster team building, personal interactions, and conflict resolution.
- 3.3** Youth are given opportunities for planning and working together.
- 3.4** Non-aggressive language and voice are encouraged and expected in youth interactions.
- 3.5** Clear expectations for youth interaction relative to age, gender identity, culture and preferences of program participants.
- 3.6** Appropriate strategies to resolve differences and conflicts are modeled and understood.

**ASSESSMENT 3:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
|   | 1                 | 2 | 3 | 4 | 5 |            |              |               |
| Mutual respect and acceptance is encouraged and expected among youth  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Program strategies that foster team building, personal interactions with staff and youth, and conflict resolution                               | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Opportunities for planning and collaboration are encouraged and supported   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Non-aggressive language and tone of voice is encouraged and expected in youth interactions  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Clear expectations for youth interactions are relative to age, gender identity, culture, and personal preferences of other program participants | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Appropriate strategies to resolve differences and conflicts are commonly understood and practiced   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

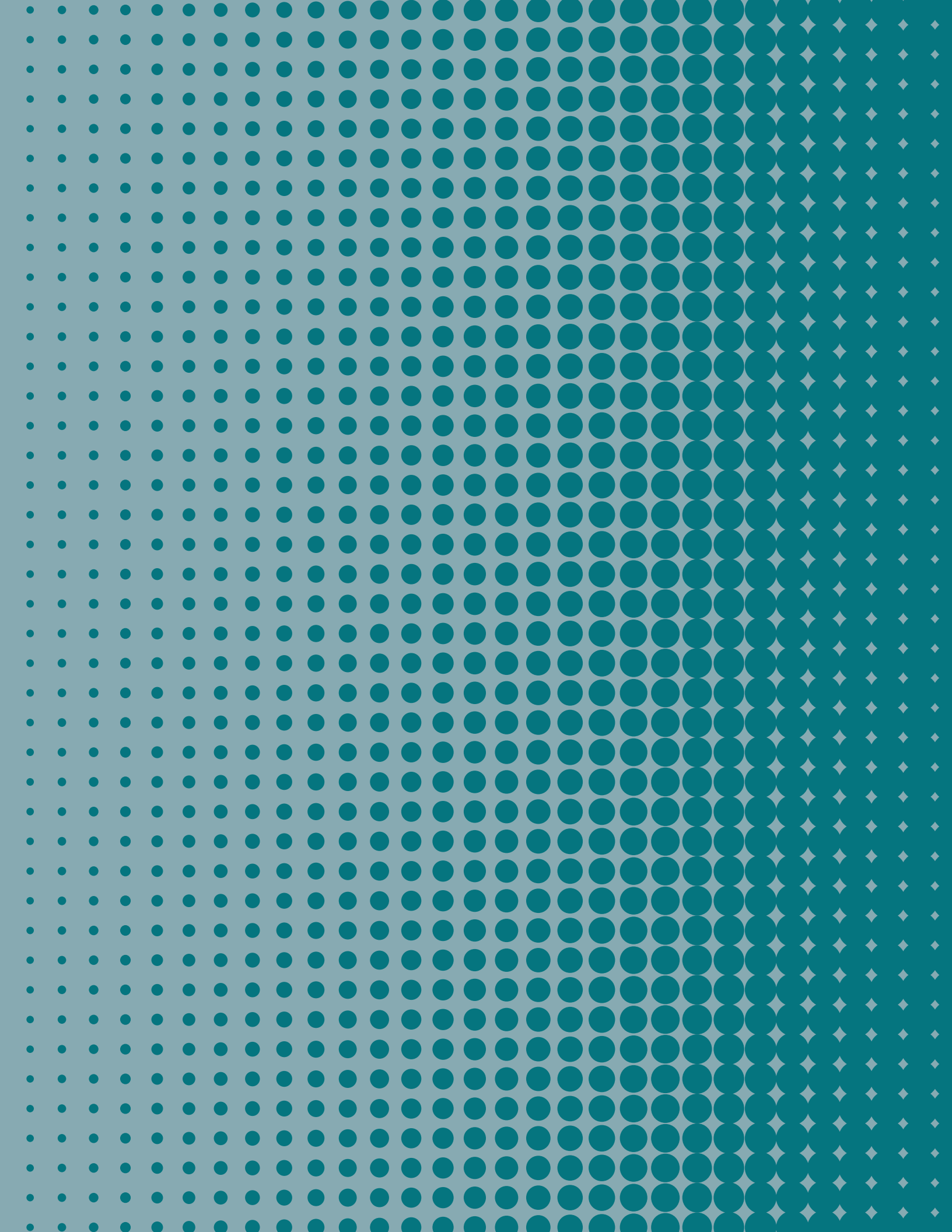
## • • • RELATIONSHIPS • • •

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

- 4.1** Organization ensures proper facility-use including respect and acceptance of facility rules and regulations.
- 4.2** Intentionally builds of relationships with facility staff.

**ASSESSMENT 4:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW            | TARGET 6 MOS          | TARGET 12 MOS         |
|---|-------------------|---|---|---|---|-----------------------|-----------------------|-----------------------|
|   | 1                 | 2 | 3 | 4 | 5 |                       |                       |                       |
| Creates and respects facility rules and regulations and encourages proper facility use. |                   |   |   |   |   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Builds positive relationship with facility staff  |                   |   |   |   |   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



# FAMILY ENGAGEMENT



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

## CORE COMPETENCIES

Families and Communities

## • • • FAMILY ENGAGEMENT • • •

**GUIDELINE 1:** *Program youth engage in positive youth relationships.*

- 1.1** Program respects and supports all languages, cultures, family structures, and socioeconomic backgrounds.
- 1.2** Communication is open, consistent, friendly, and builds cooperative relationships with families.
- 1.3** Program encourages shared decision-making opportunities in order to strengthen family involvement.
- 1.4** Program recognizes and takes into consideration a caregiver's impact on youth's abilities, interests, and development.

**ASSESSMENT 1:** *A quality program...*

| INDICATOR  | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|--|-------------------|---|---|---|---|------------|--------------|---------------|
| Respects and supports all languages, cultures, family structures, and socioeconomic backgrounds            | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Offers friendly, open, and consistent communication while building cooperative relationships with families | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Shares decision making opportunities with caregivers   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Recognizes a caregiver's influence on youths' abilities, interests, and development                        | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

## • • • FAMILY ENGAGEMENT • • •

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

- 2.1** Program works to bridge family needs with community resources to support youth and families.
- 2.2** Encourage the development of relationships and collaboration between community partners and families.
- 2.3** Organization focuses on advancing public awareness about family and youth development.
- 2.4** Periodic assessment of ongoing changes among youth, families, and communities.
- 2.5** Develop and implement new strategies to engage with caregivers and key stakeholders.

**ASSESSMENT 2:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
|   | 1                 | 2 | 3 | 4 | 5 |            |              |               |
| Bridges family needs with community resources and support youth and families                                |                   |   |   |   |   | ○          | ○            | ○             |
| Develops and cultivates appropriate relationships and collaboration between community partners and families |                   |   |   |   |   | ○          | ○            | ○             |
| Advances public awareness about the importance of family and youth development                              |                   |   |   |   |   | ○          | ○            | ○             |
| Periodic assessment of the on-going changes among youth, families, and their communities                    |                   |   |   |   |   | ○          | ○            | ○             |
| Develops and implements new strategies to engage with caregivers and key stakeholders                       |                   |   |   |   |   | ○          | ○            | ○             |

## • • • FAMILY ENGAGEMENT • • •

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

- 3.1** Program philosophy reflects the needs of the school(s) and is reflective of community demographics.
- 3.2** Policies reflect open communication among staff, youth, caregivers, school personnel, and community partners.
- 3.3** Information relevant to the specific needs of youth and caregivers is communicated through various mediums (e.g., newsletters, social media, emails, phone calls, etc.).

### **ASSESSMENT 3:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW            | TARGET 6 MOS          | TARGET 12 MOS         |
|---|-------------------|---|---|---|---|-----------------------|-----------------------|-----------------------|
| Develops philosophies that reflect the needs and values of the school and community demographics  | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develops policies reflect open communication among staff, youth, families, school personnel,  | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Actively communicates information relevant to the specific needs of the youth and caregivers through various mediums (e.g., newsletters, social media, emails, phone calls, etc.) | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognizes a caregiver's influence on youths' abilities, interests, and development   | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



# 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

## • • • PROFESSIONAL DEVELOPMENT • • •

**GUIDELINE 1:** *Leadership, staff, and volunteers display professionalism in practice.*

- 1.1** Leadership and staff viewed as competent and respected youth development professionals.
- 1.2** All employees understand local and state licensing requirements for afterschool programs.
- 1.3** Diversity of the program population served is valued and respected when determining program offerings, professional development, and environment.

**ASSESSMENT 1:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW            | TARGET 6 MOS          | TARGET 12 MOS         |
|---|-------------------|---|---|---|---|-----------------------|-----------------------|-----------------------|
|   | 1                 | 2 | 3 | 4 | 5 |                       |                       |                       |
| Expects professionalism from all staff/volunteers   |                   |   |   |   |   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is well-versed in local and state licensing procedures and policies for afterschool programs                  |                   |   |   |   |   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Values and respects diversity of program population served when determining program offerings and environment |                   |   |   |   |   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## • • • PROFESSIONAL DEVELOPMENT • • •

**GUIDELINE 2:** *Organization ensures opportunities for ongoing professional growth.*

- 2.1** Training needs of staff and volunteers are assessed at least annually and a written training plan incorporates findings from assessment.
- 2.2** Ensure 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
- 2.3** Program budget supports staff professional training.
- 2.4** Program policies support staff credentialing.

**ASSESSMENT 2:** *A quality program...*

| INDICATOR   | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW | TARGET 6 MOS | TARGET 12 MOS |
|---|-------------------|---|---|---|---|------------|--------------|---------------|
| Assesses training needs of staff and volunteers at least annually                                     | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Writes a training plan that incorporates assessment findings  | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Encourages core training for staff, including all issues from first aid to positive youth development | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Program budget supports staff professional development and training                                   | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |
| Program policies support continue education and credentialing for all staff and volunteer             | 1                 | 2 | 3 | 4 | 5 | ○          | ○            | ○             |

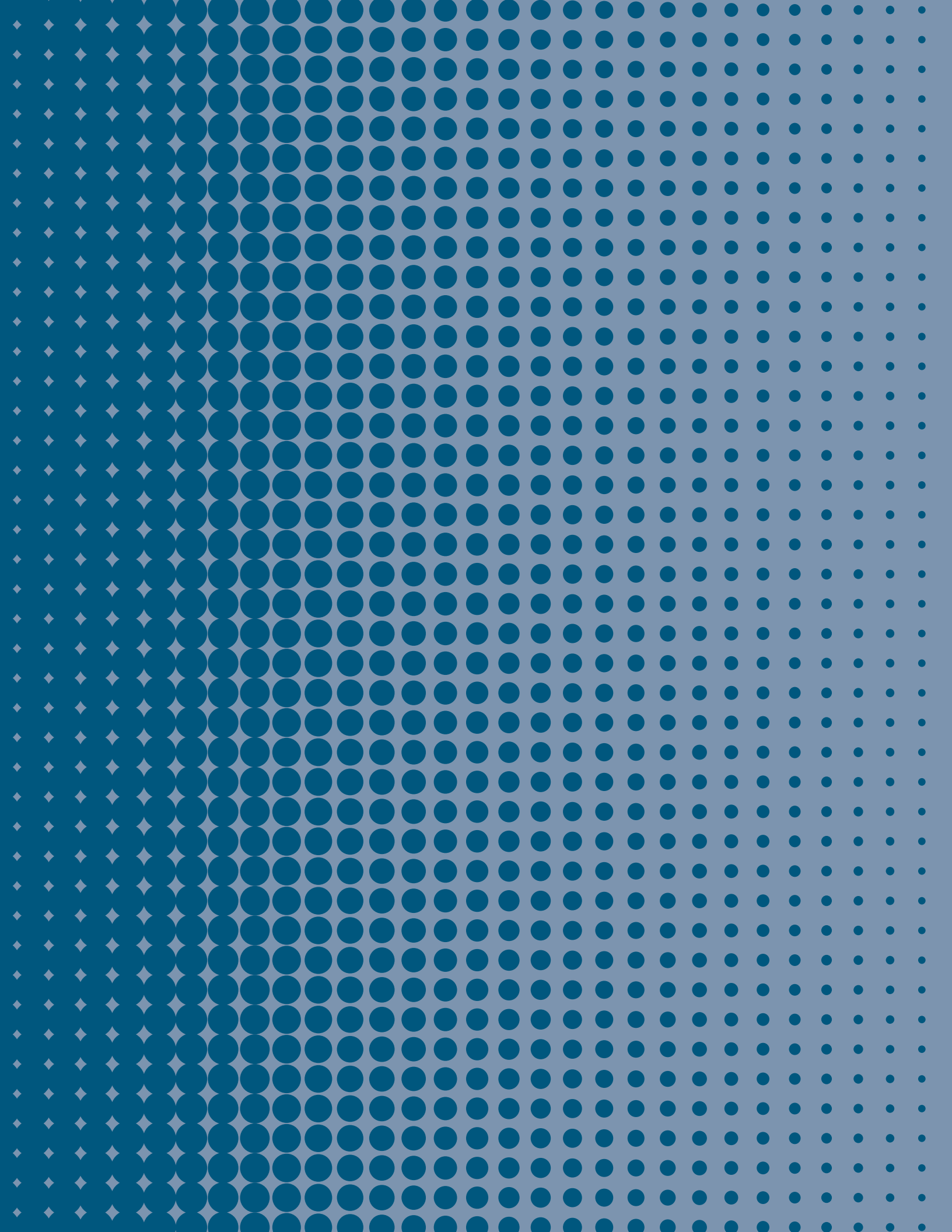
## • • • PROFESSIONAL DEVELOPMENT • • •

**GUIDELINE 3:** *Program advocates for the needs of the youth in their community.*

- 3.1** Program advocates for needs of all youth participants
- 3.2** Program policies support and respect confidentiality of youth and families
- 3.3** Advocates for positive youth development and the impact of high-quality afterschool services.
- 3.4** Maintains partnership with the state-wide afterschool network

**ASSESSMENT 3:** *A quality program...*

| INDICATOR  | PERFORMANCE LEVEL |   |   |   |   | TARGET NOW            | TARGET 6 MOS          | TARGET 12 MOS         |
|--|-------------------|---|---|---|---|-----------------------|-----------------------|-----------------------|
| Advocates for all youth needs  | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develops and abides by policies that support and respect confidentiality of youth and families | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advocates for quality youth programs and the impact of high-quality afterschool services       | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develops and maintains a partnership with the state-wide afterschool network                   | 1                 | 2 | 3 | 4 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





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