

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
	1	2	3	4	5			
Serves nutritious meals and snacks daily	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has age-appropriate furniture and equipment that is in good condition	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses age-appropriate, aesthetically appealing visual aids	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has defined spaces for showcasing youth work	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a code of conduct to youth, staff, and caregivers effectively	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a safe space, with an emotionally supportive staff member, for youth to process conflict or to de-escalate.	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protocols in place to offer emotional support and process and resolve conflict.	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present youth with adequate outdoor play time, weather permitting	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• • • 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
	1	2	3	4	5			
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	○	○	○

continues next page

continued...

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

• • • 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
	1	2	3	4	5			
Maintains flexible hours of operation that meets the needs of the youth and caregivers						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates a program activity schedule for use by staff, youth, and caregivers and encourages their input in its development						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents opportunities, formal and informal, for youth and caregivers to express their opinions and concerns regarding program offerings and dynamics						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has adequate, age-appropriate, and smooth transitions						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program schedule is paced to maximize engagement and learning opportunities						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• • • 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						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges youth input by utilizing feedback in creation of future program design and offerings						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages youth to develop youth-led activities						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>