

# WASCIP Self-assessment Rubric

The Wisconsin Afterschool Continuous Improvement Process –WASCIP is designed to aid 21<sup>st</sup> Century Community Learning Centers afterschool programs in:

1. Understanding what constitutes *program quality* in the field of afterschool;
2. Assessing where their program is on a *rubric-based*, quality continuum that ranges from basic to exemplary, allowing for the identification of *program strengths* and *weaknesses*;
3. Prioritizing areas where the program would like to achieve a higher level of program quality and developing a *roadmap* to get there.

There are 21 rubrics in the WASCIP tool organized under four more general categories:

## **I. Administration**

1. Program goals
2. Management
3. Sustainability
4. Staff capacity and development
5. Financing
6. Policy and advocacy
7. Research and data collection
8. Resources

## **II. Academic Programming**

1. Homework assistance
2. Academic enrichment in mathematics
3. Academic enrichment in literacy
4. Academic enrichment in social studies and science
5. Arts enrichment
6. Recreation programming
7. Health and safety programming

## **III. Youth Development**

1. Youth engagement
2. Youth leadership
3. Program climate

## **IV. Partnerships**

1. Community
2. Schools
3. Families

Each rubric contains two to six elements that will be rated as part of the self-assessment process in one of the following four categories:

- Basic
- Emerging
- Proficient
- Exemplary

## **Step 1: Self-Assessment Process**

Self-assessment team should approach the rubric rating system by starting at the “basic” level for each rubric element. Review each item at this level and determine if your program is functioning at or beyond this level. If the program includes each item at the “basic” level or exceeds what is described in this category, you should then begin to examine the next higher level of “emerging” for the element in question. Following the same process, you should determine if your program includes each item at the “emerging” level or is functioning beyond this level. If it does, begin to compare the program against the items listed for the “proficient” level, followed by a comparison at the “exemplary” level. The program contains all the items at a certain level for a given element, but not all items at the next higher level, you should rate your program at the lowest level where it contained all of the items in question. It is possible that the program will contain some items at a higher level and not contain all items at the level below. Nevertheless, you should rate your program at the **lowest level** where your program contained **ALL** of the items in question associated with a given element.

Programs will be expected to rate yourself against all of the rubric areas in this tool. However, if the program does not offer activities in an academic programming area such as academic enrichment in mathematics, skip that rubric and indicate in your Self-Assessment Report that your program does not contain the component in question.

## **Step 2: Completing the Rubric Rating Sheet**

Once the team completes the rating on each element for a given rubric, complete the rating sheet that follows each rubric. The rating sheet asks for the rating of each element within the rubric, a rationale for why the rating was given, and your initial thoughts on whether or not the element in question should be targeted for improvement in the action plan.

## **Step 3: Finalizing your Self-Assessment**

Team utilizes the final page of the assessment tool to summarize the number of elements for each rubric that were identified as being “proficient” or “exemplary”.

**I. Administration:** The following eight rubrics are related to administration and management of after-school programs. Although program content and site environment are at the heart of supporting positive youth development, issues of operation such as staff capacity, resource management, funding, and sustainability are all essential to laying the groundwork for a quality after-school program. You should assess your own program for each of the administration rubrics below.

**1. Program Goals:** This rubric addresses the relationship between program goals and objectives and the activities, services, and processes employed to realize these outcomes.

Rubric	Elements	<u>Basic</u> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<u>Emerging</u> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<u>Proficient</u> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<u>Exemplary</u> <i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>1. Program Goals and Objectives</b>	<b>Goals and Objectives</b>	Program goals are written but not clearly articulated to all staff.	Program goals are written and the linkage between goals and activities is explicitly documented (PPICS) but staff are not systematically involved in these conversations (e.g., no time is set aside before or at the start of a program cycle to discuss the linkage between program goals and activities and what this means from a service delivery standpoint)	All staff are <b>fully aware</b> of program goals and objectives and their connection to the activities.  Program goals and objectives are verbalized as part of the daily routine and in staff meetings, but formal efforts like joint activity planning sessions or the coordination of activity planning to meet specific learning goals across activities provided by different staff is fairly infrequent	There is a <b>formal process</b> where staff work collaboratively to connect program theory with program practices by examining the specific purpose of each activity and its connection to program objectives and student needs.  Examples of such practices would include joint activity planning sessions where staff work collaboratively to design activities and sessions, conducting program planning in order to meet specific learning goals in coordinated ways across multiple activities, etc.

Rubric	Elements	<u>Basic</u> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<u>Emerging</u> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<u>Proficient</u> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<u>Exemplary</u> <i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
1. Program Goals and Objectives	<b>Program Theory and Logic Modeling</b>	<p>The program has not developed a Logic Model (or a similar document) that shows the connection between program activities/objectives and their expected outcomes.</p> <p>The connection between program goals and activities is generally understood by staff but not formally documented.</p>	<p>The program has created a Logic Model (or a similar form) that connects program activities/objectives to short, medium &amp; long-term outcomes (e.g. youth development, program operations) but not all program staff are aware that the Logic Model exists.</p>	<p>The Logic Model is used as a reference and planning tool to guide discussions with all staff about the connection between program activities/objectives and short, medium, and long-term outcomes.</p>	<p>The Logic Model is reviewed at least annually by all staff and the outcomes and/or activities/objectives are modified based on the achievement of desired outcomes (e.g. changes in youth achievement of outcomes).</p> <p>Results of the annual review and any changes to the outcomes and activities associated with the model are formally communicated to key stakeholders</p>
	<b>Stakeholder Awareness</b>	<p>Program goals and objectives and their connection to program activities are informally communicated to students, parents, and stakeholders (conversations, etc.) but no effort is made to obtain feedback from each of these stakeholders about program goals and objectives.</p>	<p>Program goals and objectives and their connection to program activities are both informally and formally communicated to students, parents, and stakeholders (conversations, letters, newsletters, etc.) Youth, parent, and stakeholder feedback on program goals and activities are welcomed but they are not formally solicited (e.g., surveys, focus groups, etc.).</p>	<p>A system is in place where formal feedback (e.g., surveys, focus groups, etc.) from youth and parents are gathered to inform changes in program goals and activities and these changes are reviewed informally to check for any pressing issues.</p>	<p>There is formal planning time dedicated to reviewing formal youth and parent feedback and incorporating this feedback into program structure and practices.</p> <p>Changes to the program based on feedback are also formally communicated to students, families, and stakeholders.</p>
	<b>Continuous Review</b>	<p>Program goals and objectives are reviewed by the program director OR a review happens on an informal basis.</p>	<p>The program has a formal mechanism to review its goals and objectives and make necessary changes at least once a year.</p>	<p>The program assesses progress toward goals and objectives <b>frequently</b> during the year, and staff meet <b>occasionally</b> to discuss results.</p>	<p>The program employs formal strategies for program improvement that are based on <b>regular</b> assessment of progress toward goals and objectives and staff meet <b>regularly</b> to discuss results (regular assessment of youth outcomes, staff performance, and/or program quality using validated self-assessment tools and rubrics. Staff are involved in interpreting and making decisions regarding what steps should be taken to improve the program.</p>

**Rating Sheet- Program Goals and Objectives**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>1. Program Goals and Objectives</b>	<b>Goals and objectives</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Program Theory and Logic Modeling</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Stakeholder Awareness</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Continuous Review</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**2. Management:** This rubric addresses the components of sound and strategic program management practices.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
2. Management	<b>Program Committee</b>	While the program may rely on informal advice from staff and stakeholders, the program has no formal committee to oversee implementation and management.	A committee (program director, staff and school and community stakeholders) is in place to advise the program and plan management issues. Committee meets occasionally.	Program committee meets at least twice a year. Program reports evaluation data/status of the program to the committee. The committee uses this information to advise the program.  The program has a formal management plan that supports quality management principles.	The program committee meets quarterly to address program and quality management issues, sustainability, funding opportunities, etc.  The program committee reviews the management plan annually to identify and find resources to support staff training and equipment needs.
	<b>Program Director/School Day Linkages</b>	The program director does not meet with day school staff. Little or no communication exists between day school and after-school staff.	The program director meets occasionally with day school staff, but no formalized channels exist for communication and/or collaboration.	The program director serves as a liaison to the day school to set up systems and resolve issues.	The program director is highly involved with day school administrators and staff and oversees program/day school communication.
	<b>Staff Meetings</b>	The program director holds occasional staff meetings.	The program director holds regularly scheduled staff meetings.	Staff meetings are held at least once per month to address program issues. Meetings are rarely canceled.	The program director fully involves staff in programming decisions and management initiatives.
	<b>Partnerships</b>	There is some service coordination with partners, but no formalized agreements in place.	Agreements are in place with partners and/or collaborators.	Partners and collaborators have some input in programming decisions and management initiatives.	The program fully involves partners and collaborators in programming decisions and management initiatives.
	<b>Legal and fiscal guidelines</b>	Program attempts to follow all appropriate legal and fiscal requirements, but fails to do so in some cases. The program has annual audits and reports.	Appropriate legal and fiscal requirements are followed.	The program director has full understanding of legal requirements and fiscal management.	The program director integrates legal requirements and principals of fiscal management into all program activities.

**Rating Sheet- Management**

<b>Rubric</b>	<b>Elements</b>	<b>Rating</b> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<b>Evidence of rating</b> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<b>Possible Inclusion in Action Plan</b> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>2. Management</b>	<b>Program Committee</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Program Director/School Day Linkages</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Meetings</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Partnerships</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
<b>Legal and fiscal guidelines</b>	<input type="radio"/> Basic			
	<input type="radio"/> Emerging			
	<input type="radio"/> Proficient			
	<input type="radio"/> Exemplary			
	<input type="radio"/> Need more information in order to rate			

Number of Elements Rated Proficient or Exemplary:
---

**3. Sustainability:** This rubric addresses the components of a structured process for sustainability planning.

Rubric	Elements	<u>Basic</u> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<u>Emerging</u> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<u>Proficient</u> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<u>Exemplary</u> <i>Items at the exemplary level move beyond just connections to <u>intentionally</u> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
3. Sustainability	<b>Sustainability Committee</b>	The program director begins to identify alternate sources of funding, but he or she does not include staff or other stakeholders in sustainability efforts.	Staff discuss methods to sustain the program occasionally at staff meetings.  Staff occasionally seek input from program stakeholders when planning sustainability efforts.	Staff discuss methods to sustain the program on a regular basis at staff meetings.  Staff regularly seeks input from program stakeholders when planning sustainability efforts.	A Sustainability Committee (SC) consisting of the program director, staff, parents, and stakeholders is in place to address sustainability.  The SC meets at least once each quarter to address issues; sub-groups are formed to explore different aspects of sustainability and meet more frequently.
	<b>Sustainability Plan</b>	No formalized sustainability plan is developed.	A clear vision and goals are established for continuation of the program; the SC identifies elements of the program to sustain over the long-term and new elements to pursue; youth outcome data (Logic Model) are used to guide these decisions.  The SC begins to calculate the amount of funds needed to sustain the program.  Current budget expenditures are examined for efficiency and adjustments are made as needed.	The SC seeks outside resources to engage in a series of sustainability exercises to refine previous ideas of the SC and plan specific action steps.  Through the exercises above, the SC: 1) Formulates and implements a plan to raise awareness of the positive aspects of the program at the school and community level, as well as with key stakeholders; 2) Identifies “champions” in the school district and community whose help will be sought to promote the program and/or generate funding and; 3) Identifies a variety of new funding sources including private and public; non-monetary resources are also identified; members strategize on methods to approach potential funders and each SC member is engaged in pursuing these sources.	The program has developed a long-term sustainability plan, which is fully implemented and reviewed as needed by the program and stakeholders.  The SC bases its long-term plan on results from the needs-assessment of the community; the plan incorporates adjustments to programming based on the community’s needs.  The sustainability plan is widely distributed to program leaders, as well as all program stakeholders; leaders and stakeholders are updated on the plan’s progress at least once per year. New action steps are developed as needed.



**Rating Sheet- Sustainability**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>	
<b>3. Sustainability</b>	<b>Sustainability Committee</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Sustainability Plan</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**4. Staff Capacity and Development:** This rubric addresses the development of staff capacity guidelines and the implementation of professional development opportunities that incorporate best practices and research-based youth development strategies.

Rubric	Elements	<u>Basic</u> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<u>Emerging</u> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<u>Proficient</u> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<u>Exemplary</u> <i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>4. Staff Capacity and Development</b>	<b>Staff Qualifications</b>	There are no written guidelines that define qualifications of staff and outline basic requirements for experience and/or education.	Guidelines are in place that define qualifications of staff and outline basic requirements for experience and/or education.	Program activities inform the development of guidelines for staff qualifications. Staff qualifications and basic requirements are occasionally reviewed.	Qualifications of staff and basic requirements for experience and/or education are regularly reviewed and are directly aligned to program offerings and goals.
	<b>Staff Training</b>	Each new staff person receives an “employee handbook” and participates in an orientation where program goals are communicated as well as roles and responsibilities.	Training opportunities are occasionally offered based on the site’s needs. Trainings relate generally to issues and topics that impact after-school programs, but training is not necessarily planned from a needs-assessment of the specific program.	A range of training offerings includes at least one training annually that relates directly to positive youth development such as building staff-to-youth relationships, fostering opportunities for youth leadership, ways to facilitate skill-building for youth, conflict resolution, etc.	Opportunities are available to develop the personalized training and education plans that incorporate best practices and research-based youth development strategies.  A process is in place for continuous review of staff’s development plans, and plans are altered based on deficiencies and/or a lack of training that is directly related to positive youth development.
	<b>Staff Input on Training</b>	Staff have no input into training opportunities offered.	Staff have some input into training opportunities offered.	Staff are actively involved in the selection of training opportunities through a process where each staff person is allowed some input on selection.	Program staff fully participate in the design of their personal training and education plans.
	<b>Recognition and Incentives</b>	Staff receive no recognition or incentives for accomplishments and contributions in serving youth.	Staff receive informal recognition for accomplishments and contributions in serving youth.	Staff are formally and publicly recognized for their accomplishments and contributions in serving youth.	Staff are provided incentives (other than recognition) to reward their work.

**Rating Sheet- Staff Capacity and Development**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>4. Staff Capacity and Development</b>	<b>Staff Qualifications</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Training</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Input on Training</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Recognition and Incentives</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**5. Financing:** This rubric addresses the structures in place to support program financing.

<b>Rubric</b>	<b>Elements</b>	<b>Basic</b> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<b>Emerging</b> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<b>Proficient</b> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<b>Exemplary</b> <i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5. Financing</b>	<b>Financial Oversight</b>	The program has a budget.  The program director monitors use of funds to ensure they are spent appropriately and for their intended purposes.	The program has written policies for purchasing materials and supplies, and has written documentation of hours worked and payroll processes.	Financial oversight involves more than the Program Director. Expenditures require a second person to review and ensure funds are allowable and available.	An independent financial audit is conducted annually.
	<b>Diverse Funding Sources</b>	The program is supported by only one funding source.	The program's financial resources include in-kind gifts and local funds.  The program utilizes partners' resources to support the program.  The program is supported by at least two funding sources.	The program's director and stakeholders actively pursue a variety of funding sources.  The program identifies, pursues and acquires longer-term funding.  The program maximizes existing resources (e.g. 21st CCLC, TANF, CDBG, Title I, etc.)	The program has secured longer-term funding through a variety of sources.  The program has a strong network of community partners and supporters where resources and funds are regularly shared to support the program.
	<b>Financial Security</b>	Funding for existing programming is insufficient or questionable.	Existing program activities are sufficiently funded.	The program has sufficient funding to support some program expansion and/or enhancements of current services (new equipment, additional youth, etc.)	The program is financially secure enough to make long-term plans for expansion and/or enhancement of current services.
	<b>Access to Financial Experts</b>	The program has no access to a financial expert.	The program has access to a financial expert to oversee the budget and plan expenditures.	The program has access to a financial expert who has the skills to engage in fund development over the long-term.	A financial expert regularly advises program management on ways to maximize current resources and develop new funding resources.

**Rating Sheet- Financing**

<b>Rubric</b>	<b>Elements</b>	<b>Rating</b> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<b>Evidence of Rating</b> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<b>Possible Inclusion in Action Plan</b> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>5. Financing</b>	<b>Financial Oversight</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Diverse funding sources</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Financial security</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Access to financial experts</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**6. Policy and Advocacy:** This rubric addresses the structures in place to support planned external communication about program success.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
6. Policy and Advocacy	Program Director Activities	The program director advocates for the program with school and community stakeholders.	The program director regularly connects with individuals in the community who make decisions about after-school operations and/or funding.	The program director attends and/or participates in state and national events that have an impact on after-school programming.	The program director is involved in leadership efforts to mobilize local, state, and national strategies to support and enhance after-school programming.  The program sponsors occasional training or awareness events that are focused on building skills in advocating for after-school programming for community members and youth.
	Staff Activities	Staff brainstorm at meetings on ways to advocate for the program.	Program staff are visible at community events to bring awareness to the program and after-school programming.	Program staff and sponsors/partners attend and/or participate in state and national events that have an impact on after-school programming.	Program staff takes the lead in mobilizing local community efforts to support and enhance the after-school programming.
	Advocacy Planning	The program conducts no advocacy planning.	The program conducts informal advocacy planning.	The program has established an advocacy plan that identifies, and outlines ways to work with key champions of after-school programming.	The program has adopted advocacy as a part of its Strategic Plan.  Program data are widely used for advocacy efforts both locally and nationally.  The Advocacy Plan is fully implemented; it specifically focuses on increasing awareness of the need for after-school, demonstrating the value of after-school for positive youth development and engages youth, community and parents in advocacy efforts.

**Rating Sheet- Policy and Advocacy**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>6. Policy and Advocacy</b>	<b>Program Director Activities</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Activities</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Advocacy Planning</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**7. Research and Data Collection:** This rubric addresses the components of successful research and data collection activities

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7. Research and Data Collection</b>	<b>Evaluation Planning</b>	No formalized Logic Model or evaluation plan has been developed.	A Logic Model has been developed. Evaluation methods have been identified but not fully documented or implemented.	Based on a formal Logic Model, program administrators develop an evaluation plan that identifies a variety of data sources and plans data collection in a systematic way during the year. The plan includes methods to collect data on process measures (activities, demographics, attendance, etc.) as well as youth outcomes. The Logic Model is used to guide the evaluation plan.	<p>The Evaluation Plan is fully implemented.</p> <p>The program occasionally secures the services of an outside evaluation consultant to more fully evaluate their programs.</p> <p>The Evaluation Plan is reviewed and updated annually.</p>
	<b>Data Collection/ Methodology</b>	Basic (or required) data are collected that describe the program such as attendance, occurrence and type of activities, youth demographics, etc. These types of data are typically used for grant reporting and applications. They are solely descriptive of the program.	<p>Additional data are collected (from youth, school, parents, etc., surveys or school achievement data) that directly measure youth outcomes identified in the program's Logic Model.</p> <p>The program collects data at the program, community and/or school level to assess needs of youth.</p>	<p>Formalized data collection processes have been established.</p> <p>Staff members have received training in data collection processes.</p>	The program has a system in place to ensure that all data collected are reliable and valid.
	<b>Use of Data</b>	Only the program director and select staff members have access to evaluation data.	Data on program activities and youth membership are reviewed with staff at least once per year.	<p>Achievement of youth outcomes is regularly monitored through a review by program staff (at least twice per year).</p> <p>The program uses data from youth outcomes and needs-assessments to adjust programming. Staff are involved in this process.</p>	Staff work together to implement program changes based on youth outcome results and program process data (attendance, demographics, activities, etc.) from the Evaluation Plan.



Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
7. Research and Data Collection	WASCIP Self-Assessment	The program does not engage in a continuous improvement self-assessment process (WASCIP).	The program occasionally engages in a continuous improvement self-assessment process (WASCIP) and reviews results with staff.	The program implements the Action Plan from the WASCIP and assesses the effects of the action steps.	The program involves community and school stakeholders in implementing the Action Plan from the WASCIP.  The program has a system that regularly informs stakeholders of evaluation results (outcomes, process, WASCIP, etc.)
	Use of Best Practice and Research-based Strategies	The program informally reviews research and best practice in the field of youth development and after-school programs.	The program has a formal process in place to monitor research on best practices in youth development and after-school programs and disseminate to staff.	The program continuously monitors research on best practices in youth development and after-school programs.	Program changes are further guided by reviews of evidence-based best practices for programming in after-school.

**Rating Sheet- Research and Data Collection**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>7. Research and Data Collection</b>	<b>Evaluation Planning</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Data Collection</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Use of Data</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>WASCIP Self-Assessment</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
<b>Use of Best Practice and Research-based Strategies</b>	<input type="radio"/> Basic			
	<input type="radio"/> Emerging			
	<input type="radio"/> Proficient			
	<input type="radio"/> Exemplary			
	<input type="radio"/> Need more information in order to rate			

Number of Elements Rated Proficient or Exemplary:
---

**8. Resources:** This rubric addresses program resources associated with delivering programming

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>8. Resources</b>	<b>Program Space</b>	The program has adequate in-house space to conduct activities; facility is not overcrowded.  The space is developmentally appropriate.	The program has a variety of in-house space to easily accommodate a wide range of activities including large and small group activities, as well as quiet space for homework help or tutoring.	The program accommodates activities with a variety of in-house space but also occasionally uses community or dedicated school space for activities including conducting field trips.	The program frequently utilizes space/resources in the community and organizational setting to accommodate a variety of learning and enrichment experiences for youth.
	<b>Staff Capacity</b>	The program has a sufficient number of staff to effectively supervise youth at all times.	The program has enough staff to support a staff-to-youth ratio of no more than 1-15 on a consistent basis.	The program has enough staff to support a staff-to-youth ratio of no more than 1-15 on a consistent basis.  While mixed-age groupings may be provided, programs are comprised of similar ages and developmentally appropriate.	The program has enough staff to support a staff-to-youth ratio of no more than 1-10 on a consistent basis.
	<b>Staff Qualifications</b>	At a minimum, staff are qualified to supervise youth and deliver some programming.	Staff have some specialized expertise in specific program areas.	Some staff have advanced qualifications to work with youth that directly relate to the specific programming area in which they work.	Staff members have specific training and experience in the field of after-school. There is diversity among staff in the type of qualifications and a structure in place that allows cross-disciplinary experience.
	<b>Program Materials/Supplies</b>	The program has basic supplies to accommodate planned program activities.	The program maintains sufficient supplies to accommodate a variety of activities, including sufficient technology to support enhancing academic skills.	The quality of program materials and supplies is maintained and updated as needed to remain current (e.g., curriculum, computer software).	A formal process for cataloguing program materials and supplies exists, including the condition, developmental appropriateness, and alignment with current research and practice.
<b>8. Resources</b>	<b>Involvement of Volunteers and</b>	Some programs involve volunteers <u>or</u> youth in	Some programs involve volunteers <u>and</u> youth in	Most programs involve volunteers <u>and</u> youth in program	A formal process for volunteer and youth leader recruitment

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Youth</b>	program delivery.	program delivery.	delivery.	exist.  Volunteers and youth are matched to programs based on interest and unique experiences.
	<b>Basic Program and Staff Standards</b>	Program is compliant with all health and fire safety standards.	The program operates within a safe environment; facility has adequate entrance security and fire exits; there are written emergency plans; basic first aid supplies are on hand; good sanitary conditions; comfortable climate (heat and air); all equipment is in good condition; appropriate lighting.	Staff and volunteers are trained on the program's emergency procedures; procedures are posted in an area where youth, staff and parents have easy access.	The majority of staff exhibit core competencies as identified by national youth development organizations such as the National Collaboration for Youth. <a href="http://www.nydic.org/nydic/documents/competencies.pdf">http://www.nydic.org/nydic/documents/competencies.pdf</a>

**Rating Sheet- Resources**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>8. Resources</b>	<b>Program Space</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Capacity</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Staff Qualifications</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Program Materials/ Supplies</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Involvement of Volunteers and Youth</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
<input type="radio"/> Need more information in order to rate				
<b>Basic Program and Staff Standards</b>	<input type="radio"/> Basic			
	<input type="radio"/> Emerging			
	<input type="radio"/> Proficient			
	<input type="radio"/> Exemplary			
	<input type="radio"/> Need more information in order to rate			

**II. Programming:** The following seven rubrics address youth development programming in the areas of academics, art, health, and recreation. If your site does not offer a particular program area, you should skip the rubric and note this in your self-assessment report. Otherwise, complete each rubric, even if your ratings for two or more rubrics are similar.

**1. Homework Assistance:** The following rubric addresses activities for which program staff help youth cultivate academic skills using work assigned by school-day teachers as the primary learning platform.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>1. Homework Assistance</b>	<b>Schedules and Activities</b>	<p>Time and space are made available for students to work on homework and related assignments.</p> <p>Staff monitor student progress but most help is limited to instances in which the students actively seek out assistance. Time for staff to check student work and provide feedback on what was accomplished is limited and/or only provided for some youth.</p> <p>Occasionally, intentional activities exist for students that have no homework or complete homework before the session is over but typically this is not the case.</p>	<p>Staff have information from school-day teachers about assignments. An effort is made to group students working on similar assignments.</p> <p>Staff take time to review assignments with students at the start of the activity to ensure the student knows what needs to be accomplished. All student progress is monitored occasionally during the activity with proactive offers of assistance from staff. Most students receive feedback from staff on what they accomplished during the session.</p> <p>Students without homework or finish homework early are afforded intentional, but self-directed activities.</p>	<p>Homework help activities are organized by grade level and/or content area. Staff have information from school-day teachers about assignments.</p> <p>Staff are continuously engaged with students, either individually or in small intentionally-formed groups. All student work is checked before the end of the session, and all students are provided feedback on what they accomplished during the session. Procedures and benchmarks exist to track individual student progress over time.</p> <p>Students without homework are directed to other non-homework help activities entirely and are not located in the same space as students working on homework. Students finishing homework early are afforded the opportunity to participate in intentional, staff-facilitated activities.</p>	<p>All activities are specifically tailored to individual student needs, are aligned with state and local standards, and provide skill enhancement beyond the content covered in homework assignments.</p> <p>Procedures and benchmarks exist to track individual student progress over time, and student development is closely monitored. Sessions are sequenced in an intentional fashion so activities are meant to build on skills cultivated in earlier sessions.</p> <p>The time associated with a given session is used fully to support student skill development, so there is no need to have activities in place for students that finish early.</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Homework Assistance</b>	<b>School Connections</b>	Staff know who to contact at the school about students' needs or progress but have limited knowledge about school and/or state academic requirements (e.g., standards, state testing).	Staff get input from teachers and know what academic content is covered in school but do not consistently discuss the needs of individual students.	Staff actively collaborate with the school day staff to plan for activities aligned with school and/or state requirements. Staff get input from school-day staff on the needs of individual students and take steps to ensure these needs are addressed during homework help activities.	Staff actively collaborate with the school day staff and plan for homework assistance based on a review of student records (e.g., test scores, grades, report cards) and alignment with state & school standards). Staff meet with school day staff <b>multiple times</b> during the semester to discuss the progress made by individual students and where additional support is needed to support skill development and growth.
	<b>Family connections</b>	The program does not have a consistent way to communicate and seek input from parents to support homework assistance. All efforts to elicit student needs from parents is done through unplanned, informal conversations.	The program communicates and seeks input from parents to support homework assistance in a <b>consistent</b> way.	An informal three-way communication system between school-parents-program is in place to support homework assistance where staff make an intentional effort to provide and receive information on student needs and progress from both parents and teachers, but conversations involving all three parties simultaneously do not take place.	The program has a formal three-way communication system in place with the school(s) and parents to exchange information about individual students' academic progress (e.g., parent-teacher conference with afterschool staff).

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Homework Assistance</b>	<b>Assessment</b>	Participant performance is largely assessed informally or anecdotally through some means (e.g., informal observations, input from teachers and parents) but is not systematic.	Participant performance is assessed occasionally using informal and formal approaches but policies and procedures are not in place to ensure results are used to support program improvement or the refinement of strategies or approaches to better support student skill development.	Participant performance is frequently assessed formally and informally using a few kinds of measures (e.g., tests, homework, portfolios, observations, school grades). Administrative staff interpret results and convey results to staff to guide both program improvement and the development of new strategies and approaches to better support student skill development.	Participant performance is regularly assessed using multiple formal approaches, and results are used to assess the appropriateness of strategies and approaches employed to support the skill development of individual youth. All homework help staff are involved in the interpretation of results and in developing alternative approaches to support program improvement.



**Rating Sheet- Academic Enrichment Activities in Homework Assistance**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>1. Homework Assistance</b>	<b>Schedules and Activities</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>School Connections</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Family connections</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Assessment</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**2. Academic Enrichment Activities (Mathematics):** Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Mathematics enrichment activities start with the goal of improving student academic functioning in mathematics, and structure activities intentionally designed to build students’ mathematics skills using approaches that likely differ from those employed during the school day.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
<b>2. Academic Enrichment Activities (Mathematics)</b>	<b>Intentionality in Program Design</b>	<p><i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i></p>	<p><i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i></p>	<p><i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i></p>	<p><i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i></p>
		<p>Activities are provided that have the general goal of supporting skill development in mathematics but are usually not planned in advance and staff do not typically prepare formal lesson plans.</p> <p>Academic content is not clearly outlined or documented for <b>most</b> sessions.</p>	<p>Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning.</p> <p>Academic content is partially outlined but is <b>not always</b> aligned with standards, goals, and objectives.</p>	<p>Multiple methods of instruction are used that allow youth a range of learning experiences (instruction, hands-on, one-on-one, visiting speakers, etc.). The majority of activities are planned in advance with formal lesson plans tied to specific learning goals. Most activities are directly aligned with specific state standards.</p>	<p>Programming is diversified but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All academic enrichment activities have lesson plans and are tied to specific learning goals.</p> <p>Academic content is detailed and reflects state and local standards, and provides skill enhancement and enrichment experiences.</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
2. Academic Enrichment Activities (Mathematics)	Resources and Materials	Limited materials are available to support mathematics activities including worksheets, texts for instruction, and manipulatives.	A variety of resources, including media and technology resources, are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance mathematics activities.	A variety of resources, including media and technology resources, are available to the program on an unlimited basis and are added to basic resources to enhance mathematics activities.	The program has a wide ranging collection of resources that it owns including media and technology resources that have been purchased and/or provided specifically to support specific types of skill development in mathematics among participating youth.
	School-Afterschool Connection	Staff have a limited awareness of school day mathematics content and few activities are planned to be consistent with school day topics. Only limited information is obtained from the school day on an informal basis for mathematics activity planning.	Staff are aware of school day content and some activities are planned to be consistent with school day topics; some information is obtained from the school day for mathematics activity planning.	School day teachers assist staff within the program in coordinating most activities on mathematics to complement school day content; at this level, school day staff provide guidance on choices of mathematics activities.	All activities are fully coordinated with school day content; at this level, school day and program staff collaborate to plan all mathematics activities.
	Qualified staff	The majority of staff delivering mathematics programming generally have limited experience providing mathematics instruction and have not received any training or professional development in the area of mathematics instruction.	The majority of staff delivering mathematics programming have some experience in mathematics instruction and have only received limited training on mathematics instruction and related best practices.	The majority of staff delivering mathematics programming have significant experience in mathematics instruction and are aware of and can apply knowledge about the school day mathematics curriculum to the design and delivery of afterschool mathematics enrichment activities.	The majority of staff delivering mathematics programming are content area experts or receive extensive professional development on the delivery of mathematics programming in afterschool.  The majority of staff have a demonstrated capacity to design and deliver mathematics activities that allow participating youth to learn and apply mathematics skills to real world problems and tasks.

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2. Academic Enrichment Activities (Mathematics)</b>	<b>Differentiated programming</b>	One approach to mathematics programming is typically offered for all students in the program.	Staff are aware of struggling students; some specialized mathematics enrichment activities are offered to accommodate these students.	The program has a process to identify students struggling in mathematics and plans additional supportive, enrichment activities as appropriate, including limited one-on-one support in mathematics.	The program has a process to assess all student needs and plans additional supportive activities as appropriate. Struggling students are provided formal one-on-one support in mathematics that includes an individualized lesson plan, co-created with school day staff, to address each student's needs.
	<b>Family involvement</b>	There is no formal communication system and parents are notified as needed.	A communication system is established with parents to keep them informed of their children's participation in mathematics enrichment activities.	Parents are somewhat engaged in learning activities with their children through approaches like family mathematics events sponsored by the afterschool program.  Special efforts are made to engage parents of struggling youth.	Parents are highly active and support their children's participation in mathematics enrichment activities including frequent participation in home-based activities meant to support youth skill development in mathematics and participation in activities sponsored by the program meant to help parents play a more active role in supporting their child's skill development in mathematics.

**Rating Sheet- Academic Enrichment Activities in Mathematics**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>	
<b>2. Academic Enrichment Activities (Mathematics)</b>	<b>Intentionality in Program Design</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>School-Afterschool Connection</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

**Rating Sheet- Academic Enrichment in Mathematics**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>2. Academic Enrichment Activities (Mathematics)</b>	<b>Differentiated programming</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Family involvement</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**3. Academic Enrichment Activities (Literacy):** Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Literacy enrichment activities start with the goal of improving student academic functioning in literacy, and structure activities intentionally designed to build students' literacy skills using approaches that likely differ from those employed during the school day.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>3. Academic Enrichment Activities (Literacy)</b>	<b>Intentionality in Program Design</b>	<p>Activities are provided that have the general goal of supporting skill development in literacy but are usually not planned in advance and staff do not typically prepare formal lesson plans.</p> <p>Academic content is not clearly outlined or documented for most sessions.</p>	<p>Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning.</p> <p>Academic content is partially outlined but is not always aligned with standards, goals, and objectives for literacy.</p>	<p>Multiple methods of instruction are used that allow youth a range of learning experiences in literacy (instruction, hands-on, one-on-one, visiting speakers, etc.). The majority of literacy activities are planned in advance with formal lesson plans tied to specific learning goals. Most activities are directly aligned with specific state standards in literacy.</p>	<p>Literacy programming is diversified but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All literacy enrichment activities have lesson plans and are tied to specific learning goals.</p> <p>Academic content in literacy is detailed and reflects state and local standards, and provides skill enhancement and enrichment experiences.</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
3. Academic Enrichment Activities (Literacy)	Resources and Materials	Limited materials are available to support literacy activities including worksheets, texts for instruction, & books and other reading material.	A variety of resources, including media and technology resources, are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance literacy activities.	A variety of resources, including media and technology resources, are available to the program on an unlimited basis and are added to basic resources to enhance literacy activities.	The program has a wide ranging collection of resources that it owns including media and technology resources that have been purchased and/or provided specifically to support specific types of literacy skill development among participating youth.
	School-Afterschool Connection	Staff have limited awareness of school day content & few literacy activities are planned to be consistent with school day topics. Only limited information is obtained from the school day on an informal basis for activity planning.	Staff are aware of school day content & some literacy activities are planned to be consistent with school day topics; some information is obtained from the school day for activity planning.	School day teachers assist staff within the program in coordinating most literacy activities to complement school day content; at this level, school day staff provide guidance on choices of activities.	All literacy activities are fully coordinated with school day content; at this level, school day and program staff collaborate to plan all activities.
	Qualified staff	The majority of staff delivering literacy programming generally have limited experience providing literacy instruction and have not received any training or professional development in the area of literacy instruction.	The majority of staff delivering literacy programming have some experience in literacy instruction and have only received limited training on literacy instruction and related best practices.	The majority of staff delivering literacy programming have significant experience in literacy instruction and are aware of and can apply knowledge about the school day reading curriculum to the design and delivery of afterschool literacy enrichment activities	The majority of staff delivering literacy programming are content area experts or receive extensive professional development on the delivery of literacy programming in afterschool.  The majority of staff have a demonstrated capacity to design and deliver literacy activities that allow participating youth to learn and apply literacy skills to real world problems and tasks.



Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
3. Academic Enrichment Activities (Literacy)	Differentiated programming	One approach to literacy programming is typically offered for all students in the program.	Staff are aware of students struggling in literacy; some specialized enrichment activities are offered to accommodate these students.	The program has a process to identify students struggling in literacy and plans additional supportive enrichment activities as appropriate, including limited one-on-one support.	The program has a process to assess all student needs and plans additional supportive activities in literacy as appropriate. Students struggling in literacy are provided formal one-on-one support that includes an individualized lesson plan, co-created with school day staff, to address each student's needs.
	Family involvement	There is no formal communication system and parents are notified as needed.	A communication system is established with parents to keep them informed of their children's participation in literacy enrichment activities.	Parents are somewhat engaged in learning activities with their children through approaches like family literacy events sponsored by the afterschool program.  Special efforts are made to engage parents of struggling youth.	Parents are highly active and support their children's participation in literacy enrichment activities including frequent participation in home-based activities meant to support youth skill development in literacy and participation in activities sponsored by the program meant to help parents play a more active role in supporting their child's skill development in literacy.

**Rating Sheet- Academic Enrichment Activities in Literacy**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>3. Academic Enrichment Activities (Literacy)</b>	<b>Intentionality in Program Design</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>School-Afterschool Connection</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>	
<b>3. Academic Enrichment Activities (Literacy)</b>	<b>Differentiated programming</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Family involvement</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**4. Academic Enrichment Activities (Social Studies and Science):** Academic enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Social studies and science enrichment activities start with the goal of improving student academic functioning in either subject, and structure activities intentionally designed to build students’ skills using approaches that likely differ from those employed during the school day.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>4. Academic Enrichment Activities (Social Studies and Science)</b>	<b>Intentionality in Program Design</b>	<p>Activities are provided that have the general goal of supporting skill development in social studies and science but are usually not planned in advance and staff do not typically prepare formal lesson plans.</p> <p>Academic content is not clearly outlined or documented for most sessions.</p>	<p>Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning.</p> <p>Academic content is partially outlined but is not always aligned with standards, goals, and objectives.</p>	<p>Multiple methods of instruction are used that allow youth a range of learning experiences in social studies and science (instruction, hands-on, one-on-one, visiting speakers, visiting science museums/planetariums, etc.). The majority of social studies and science activities are planned in advance with formal lesson plans tied to specific learning goals. Most activities are directly aligned with specific state standards in social studies and science.</p>	<p>Programming is diversified but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All enrichment activities have lesson plans and are tied to specific learning goals.</p> <p>Academic content is detailed and reflects state and local standards, and provides skill enhancement and enrichment experiences. Activities provide opportunities to directly apply knowledge and skills (demonstrations, science experiments, and fairs, etc.) and to engage with the community (science fairs, presentations, etc.).</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth.</p>

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4. Academic Enrichment Activities (Social Studies and Science)</b>	<b>Resources and Materials</b>	Limited materials are available to support social studies and science activities including worksheets, texts for instruction, tools, etc.	A variety of resources, including technical resources (videos, computer programs, resources needed for experiments), are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance social studies and science activities.	A variety of resources, including media and technology resources, are available to the program on an unlimited basis and are added to basic resources to enhance social studies and science activities.	The program has a wide ranging collection of resources that it owns including media and technology resources that have been purchased and/or provided specifically to support specific types of social studies and science skill development among participating youth.
	<b>School-Afterschool Connection</b>	Staff have limited awareness of school day content & few social studies and science activities are planned to be consistent with school day topics. Only limited information is obtained from the school day on an informal basis for activity planning.	Staff are aware of school day content and some activities are planned to be consistent with school day topics; some information is obtained from the school day for activity planning.	School day teachers assist staff within the program in coordinating most activities to complement school day content; at this level, school day staff provide guidance on choices of activities.	All social studies and science activities are fully coordinated with school day content; at this level, school day and program staff collaborate to plan all activities.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
<b>4. Academic Enrichment Activities (Social Studies and Science)</b>	<b>Qualified staff</b>	The majority of staff delivering social studies and/or science programming generally have limited experience providing instruction in these subjects and have not received any training on instruction and related best practices.	The majority of staff delivering social studies and/or science programming have some experience in providing instruction in these subjects and have only received limited training on instruction and related best practices.	The majority of staff delivering social studies and/or science programming have significant experience in instruction in these subjects and are aware of and can apply knowledge about the school day curriculum to the design and delivery of afterschool social studies and science enrichment activities.	The majority of staff delivering social studies and/or science programming are content area experts or receive extensive professional development on the delivery of social studies and science programming in afterschool.  The majority of staff have a demonstrated capacity to design and deliver social studies and science activities that allow participating youth to learn and apply their skills to real world problems and tasks.
	<b>Differentiated programming</b>	One approach to social studies/science programming is typically offered for all students in the program.	Staff are aware of students struggling in social studies and/or science; some specialized enrichment activities are offered to accommodate these students.	The program has a process to identify students struggling in social studies and/or science and plans additional supportive enrichment activities as appropriate, including limited one-on-one support.	The program has a process to assess all student needs and plans additional supportive activities in social studies and science as appropriate. Students struggling in these subjects are provided formal one-on-one support that includes an individualized lesson plan, co-created with school day staff, to address each student's needs.
	<b>Family involvement</b>	There is no formal communication system and parents are notified as needed.	A communication system is established with parents to keep them informed of their children's participation in social studies and science enrichment activities.	Parents are somewhat engaged in learning activities with their children through approaches like family social studies and science events sponsored by the afterschool program.  Special efforts are made to engage parents of struggling youth.	Parents are highly active and support their children's participation in social studies and science enrichment activities including frequent participation in home-based activities meant to support youth skill development in social studies and science, and participation in activities sponsored by the program meant to help parents play a more active role in supporting their child's skill development in social studies and science.

**Rating Sheet- Academic Enrichment Activities in Social Studies and Science**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>
<b>4. Academic Enrichment Activities (Social Studies and Science)</b>	<b>Intentionality in Program Design</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>School-Afterschool Connection</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

<b>Rubric</b>	<b>Elements</b>	<b><u>Rating</u></b> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<b><u>Evidence of Rating</u></b> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<b><u>Possible Inclusion in Action Plan</u></b> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>	
<b>4. Academic Enrichment Activities (Social Studies and Science)</b>	<b>Differentiated programming</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Family involvement</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---



**5. Arts Enrichment:** Enrichment activities are characterized by learning approaches that have a tendency to be hands-on, applied, project-based, and fun. Arts enrichment activities may have the goal of both improving student functioning in the arts and supporting the development of other skills like task persistence, planning and organizing, etc.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
<b>5. Arts Enrichment</b>	<b>Intentionality in Program Design</b>	<p><i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i></p>	<p><i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i></p>	<p><i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i></p>	<p><i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i></p>
		<p>Activities are provided that have the general goal of supporting skill development in arts but are usually not planned in advance and staff do not typically prepare formal lesson plans.</p> <p>Content is not clearly outlined or documented for most sessions.</p>	<p>The program offers regularly scheduled activities in at least two fine arts genres.</p> <p>Youth are occasionally provided opportunities to display their art skills (e.g. publicly displaying artwork or performing for an audience).</p> <p>Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning.</p> <p>Content is partially outlined but is not always aligned with goals and objectives.</p>	<p>Three or more arts activities (e.g., drawing, sculpture, painting, dance, music, performance, etc.) are offered to provide a range of learning experiences in the arts. In addition, students are provided opportunities to attend performances and/or exhibits offered by professionals in the community.</p> <p>Each art genre offered by the program includes at least one opportunity for youth to publicly display their work or perform.</p> <p>The majority of arts activities are planned in advance with formal lesson plans tied to specific learning goals.</p>	<p>Programming is diversified, offering multiple activities in a wide range of genres, but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All enrichment activities have lesson plans and are tied to specific learning goals.</p> <p>The program is fully immersed in the community; youth frequently attend community performances/displays and have multiple opportunities display their work in public.</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth.</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5. Arts Enrichment</b>	<b>Resources and Materials</b>	Limited materials are available to support arts activities including books, art supplies/tools, musical instruments, etc.	A variety of resources, including art supplies/tools and musical instruments, are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance arts activities.	A variety of resources, including art supplies/tools and musical instruments, are available to the program on an unlimited basis and are added to basic resources to enhance arts activities.	The program has a wide ranging collection of resources that it owns including art supplies/tools and musical instruments that have been purchased and/or provided specifically to support specific types of arts skill development among participating youth.
	<b>Qualified staff</b>	<p>The majority of staff delivering arts programming generally have limited experience providing instruction in the arts and have not received any training on instruction and related best practices.</p> <p>There are no master artists/professionals from the community involved in programming.</p>	<p>The majority of staff delivering arts programming have some experience in providing instruction in the arts and have only received limited training on instruction and related best practices.</p> <p>Interactions with master artists/professionals is limited to a few times a year.</p>	<p>The majority of staff delivering arts programming have significant experience in instruction in the arts.</p> <p>Master artists/professionals collaborate with staff and/or participate with youth in activities at least monthly.</p>	<p>The majority of staff delivering arts programming are master artists/professionals or receive extensive professional development on the delivery of arts programming in afterschool.</p> <p>Master artists/professionals collaborate with staff and/or participate with youth in activities on a weekly basis.</p>

**Rating Sheet- Arts Enrichment**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>	
<b>5. Arts Enrichment</b>	<b>Intentionality in Program Design</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:

**6. Recreation Programming:** Recreation program activities are characterized are hands-on, physical fitness activities that are intentionally designed to improve and build students’ motor skills, improve health and well-being, and promote positive social and behavioral skill development in areas like teamwork, task persistence, etc.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		1	2	3	4
<b>6. Recreation Programming</b>	<b>Intentionality in Program Design</b>	<p>Activities are provided that have the general goal of supporting student skill development but are usually not planned in advance and staff do not typically prepare formal lesson plans.</p> <p>Content is not clearly outlined or documented for most sessions.</p>	<p>The program offers some variety in recreational programming to accommodate different interests of youth.</p> <p>Activities are designed to teach specific skills.</p> <p>Content is partially outlined but is not always aligned with goals and objectives.</p>	<p>Youth are offered choices for engagement through a wide variety of recreational activities (e.g. team sports, walking, exercising, etc.)</p> <p>The majority of recreational activities are planned in advance with formal lesson plans tied to specific learning goals.</p> <p>Programming is structured to be appropriate to developmental abilities of youth.</p>	<p>Programming is diversified, offering multiple activities in a wide range of genres, but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All activities have lesson plans and are tied to specific skill development goals.</p> <p>Activities provide youth with opportunities to participate in recreation events in the community.</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth.</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>6. Recreation Programming</b>	<b>Resources and Materials</b>	Limited materials are available to support recreational activities, including sports equipment.	A variety of resources, including sports equipment, are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance recreational activities.	A variety of resources, including sports equipment, are available to the program on an unlimited basis and are added to basic resources to enhance recreational activities.	The program has a wide ranging collection of resources that it owns including sports equipment that have been purchased and/or provided specifically to support specific types of skill development among participating youth.
	<b>Qualified staff</b>	The majority of staff delivering recreational programming generally have limited experience leading related activities and have not received any training on instruction and related best practices.	The majority of staff delivering recreational programming have some experience in leading related activities and have only received limited training on instruction and related best practices.	The majority of staff delivering recreational programming have significant experience in leading related activities.	The majority of staff delivering recreational programming are professionals in a related area (e.g., PE teachers, coaches) or receive extensive professional development on the delivery of recreational programming in afterschool.

**Rating Sheet- Recreation Programming**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>
<b>6. Recreation Programming</b>	<b>Intentionality in Program Design</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Number of Elements Rated Proficient or Exemplary:

**7. Health and Safety Programming:** Health and safety program activities start with the goal of improving student understanding in health and safety, and structure activities intentionally designed to build students’ skills in these areas.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
7. Health and Safety Programming	Intentionality in Program Design	<p>Policies and practices exist within the afterschool program but are under-developed formally and informally</p>	<p>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</p>	<p>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</p>	<p>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</p>
		<p>Activities are provided that have the general goal of increasing students' knowledge of health and safety but are largely informal and unstructured.</p> <p>Activities are usually not planned in advance and staff do not typically prepare formal lesson plans. Content is not clearly outlined or documented for most sessions.</p>	<p>Specific programming is offered relating to health and/or safety (e.g.: youth attend sessions to learn about caloric intake, home fire safety, safety rules when no adult is present, drug and alcohol abuse, etc.) Activities are designed to be age-appropriate and an effort is made to tie activities to general learning goals with some advanced planning.</p> <p>Content is partially outlined but is not always aligned with goals and objectives.</p>	<p>The program provides a range of health and/or safety activities (two or more) where youth are given choices for participation.</p> <p>The majority of health and safety activities are planned in advance with formal lesson plans tied to specific learning goals.</p>	<p>Programming is diversified, offering multiple activities in a wide range of genres, but more formal; activities are intentionally structured to be sequential (each session builds upon the previous), and active (hands-on activities, use of experiential learning, etc.). All enrichment activities have lesson plans and are tied to specific learning goals.</p> <p>Activities provide youth with opportunities to participate in health/safety events in the community.</p> <p>Efforts are made to design activities based on youth feedback on what the content or format of the activity should be and are informed by the expressed interests, preferences, and/or satisfaction of participating youth.</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>7. Health and Safety Programming</b>	<b>Resources and Materials</b>	Limited materials are available to support arts activities including books, worksheets, etc.	A variety of resources, including media and technology resources, are available to the program but only on a limited basis (i.e. during certain times of the day, with permission from school day staff) and are added to basic resources to enhance health and safety activities.	A variety of resources, including media and technology resources, are available to the program on an unlimited basis and are added to basic resources to enhance health and safety activities.	The program has a wide ranging collection of resources that it owns including media and technology resources that have been purchased and/or provided specifically to support specific types of skill development related to health and safety of participating youth.
	<b>Qualified staff</b>	The majority of staff delivering health/safety programming generally have limited experience providing instruction in these subjects and have not received any training on instruction and related best practices.	The majority of staff delivering health/safety programming have some experience in providing instruction in these subjects and have only received limited training on instruction and related best practices.	The majority of staff delivering health/safety programming have significant experience in instruction in these topics.	The majority of staff delivering health/safety programming are professionals in related fields or receive extensive professional development on the delivery of health/safety programming in afterschool. If the staff teaching are not health/safety professionals, programming includes presentations from health/safety professionals in the community.



**Rating Sheet- Health and Safety Programming**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>	
<b>7. Health and Safety Programming</b>	<b>Intentionality in Program Design</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Resources and Materials</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Qualified staff</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**III. Supportive Environment for Youth Development:** The following three rubrics address the issue of creating supportive, interactive, and engaging environments for youth. You should assess your program on all three rubrics.

**1. Youth Engagement:** This rubric addresses the extent to which youth make choices, provide feedback, and make decisions regarding programming. It also addresses youth opportunities to reflect on their learning and be recognized for their accomplishments.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
1. Youth Engagement	Range of offerings	<p>Policies and practices exist within the afterschool program but are under-developed formally and informally</p> <p>There is some, limited variation in the types of activities offered during the program cycle but for the most part the same activities are offered each week.</p> <p>Activity offerings are largely based on staff interest and knowledge.</p>	<p>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</p> <p>A variety of activities are offered and planned during the program cycle to generally challenge youth physically, creatively, and intellectually but activities are not characterized by formally defined goals or intentionally designed to address one or more specific developmental domain (e.g., cognitive, social, emotional, civic, physical, etc.)</p>	<p>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</p> <p>There is a balance of various activity types (e.g. reading, science, sports, arts, formal programming &amp; informal events) available during the program cycle that are <i>intentionally</i> designed to address one or more specific developmental domains (e.g., cognitive, social, emotional, civic, physical, etc.)</p>	<p>Items at the exemplary level move beyond just connections to <i>intentionally</i> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</p> <p>A key focus of how activities are designed and delivered is to intentionally support the development of positive youth development outcomes, including social and emotional skills, responsible decision-making, self-efficacy and confidence. Efforts to cultivate these outcomes are part of the daily work of staff.</p> <p>Youth preferences and interests figure prominently in decisions regarding what types of activities should be offered at the site during the program cycle.</p>
	Youth choice	<p>Activities are largely staff-directed and youth only have limited opportunities for choice in terms of either content or process.</p>	<p>Youth are given the freedom to choose between activities, including the choice not to engage on occasion. However, opportunities to set goals and make plans for program activities are very limited to nonexistent.</p>	<p>Youth have frequent opportunities to set goals and design program activities but staff retain the majority of control in planning and executing program activities.</p>	<p>Youth are full collaborators with staff; they engage in planning and executing all program activities.</p>

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
1. Youth Engagement	Youth voice	Policies and practices exist within the afterschool program but are under-developed formally and informally	At this level, the program begins to move beyond the basics into strengthening policies & practices that achieve a higher degree of effectiveness in the program.	A program is seen as proficient when it has begun to connect policies & practices so that they produce an environment that directly supports a goal of positive youth development.	Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development & achievement of youth outcomes.
	Reflection*	Opportunities for youth to provide feedback on activities are completely <b>informal</b> , if made available at all, and only occur <b>once or twice</b> during the program cycle.	Opportunities for youth to provide feedback on activities are mostly <b>informal</b> and only occur <b>occasionally</b> during the program cycle.  Staff are receptive to feedback from youth but do not explicitly solicit it.	Program activities include occasional opportunities for youth to give <b>formal</b> feedback on activities (e.g., student surveys, activity planning meetings with youth), although these practices are not consistent across staff.  Policies and procedures exist to incorporate youth feedback into what and how activities are provided.	Approaches to including youth voice in programming such as youth advisory council and youth-led planning committees, are a key component to planning program activities.  Youth are involved in reviewing feedback provided by participants and helping staff decide and plan how this feedback should guide how and what activities are offered.
	Youth recognition	Program activities do not include an intentional process of having youth reflect on what they are doing or have done during activity time.	Staff sometimes engage youth in reflection to discuss what they are doing in the activity but these efforts are sporadic and inconsistent among staff.	Staff frequently engage youth in an intentional process of reflecting on what they are doing or have done during activities but these processes usually involve some but not all youth.	Opportunities to reflect on what the youth are doing or have learned is an integral part of program activities for all youth (e.g., feelings about the experience, sharing progress, writing in journals).
		Efforts to recognize student work is largely absent from the program.	Recognition of student work is largely informal and limited to the display of activity products (e.g. displaying art or craft projects, etc.)	Some <b>intentional, more formal</b> efforts are undertaken to recognize student work beyond simply displaying activity products. These opportunities occur frequently during the program cycle but are only provided to <b>some</b> youth.	The program intentionally plans opportunities for <b>most</b> youth to present their work, skills, and accomplishments to their peers and program staff as well as the community, and efforts are made for <b>most</b> youth to receive formal recognition for their accomplishments.

\* Examples of reflection include staff asking for feedback, questions at the end of a session; asking youth to evaluate the session; asking youth to share progress, accomplishments, or feelings about the experience at the end of a session, etc.

**Rating Sheet- Youth Engagement**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>
<b>1. Youth Engagement</b>	<b>Range of offerings</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Youth choice</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Youth voice</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Reflection</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
<b>Youth recognition</b>	<input type="radio"/> Basic			
	<input type="radio"/> Emerging			
	<input type="radio"/> Proficient			
	<input type="radio"/> Exemplary			
	<input type="radio"/> Need more information in order to rate			

Number of Elements Rated Proficient or Exemplary:
---

**2. Youth Leadership:** This rubric addresses the opportunities that are afforded to youth to take responsibility, lead activities, and develop leadership skills.

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>2. Youth Leadership</b>	<b>Opportunities</b>	Opportunities for youth leadership are very limited in breadth and scope, if they exist at all.	The program provides some largely informal opportunities for youth to take responsibility and engage in leadership activities (e.g., lead a song, facilitate a discussion, lead a project) but an intentional youth leadership component is not explicit.	The program has developed a working definition of “youth leadership” and identified corresponding activities/ opportunities in the program for youth to engage in.  Staff identify specific youth who are interested in developing leadership skills; some opportunities are offered to these students	Youth leadership is identified as a formal goal by the program and multiple opportunities are provided for youth to learn and exhibit leadership skills. Staff openly encourage interested youth to build leadership skills.  The program contains a formal youth leadership program that identifies sequential and focused activities and training to help youth build leadership skills.
	<b>Recognition of developmental needs by age groups</b>	What youth leadership means relative to different age groups served by the program has not been discussed or considered by program staff.	Program staff engage in some activities to support youth responsibility and leadership but these efforts are sporadic among staff and not made available for program youth in all age groups.	The program has outlined some specific leadership activities and strategies that are developmentally appropriate for different age groups.	All staff are aware of the different types of leadership opportunities that are appropriate for different age groups and plan and deliver activities accordingly (e.g., younger youth take responsibility in the classroom whereas older youth take charge of a service learning project in the community).The program has carefully reviewed research on youth leadership and/or consulted with external resources to develop age appropriate leadership activities.  Parents and stakeholders are aware of purpose of youth leadership activities and efforts to support leadership skills.
<b>2. Youth Leadership</b>	<b>Stakeholder involvement</b>	The program does not have connections with the	The program has made some connections with the	The program actively seeks and arranges opportunities in the	The program engages stakeholders and community members to plan and

<b>Rubric</b>	<b>Elements</b>	<b><u>Basic</u></b> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<b><u>Emerging</u></b> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<b><u>Proficient</u></b> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<b><u>Exemplary</u></b> <i>Items at the exemplary level move beyond just connections to <b><u>intentionally</u></b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		community to engage youth in leadership activities outside the program.	community to engage youth in leadership activities but these efforts are available to a limited extent and only to some youth.	community for most program youth to demonstrate and/or learn leadership skills.	offer leadership opportunities for all youth outside of the program.  Youth have the opportunity to generate ideas on how to engage the community via projects or other leadership activities.

**Rating Sheet- Youth Leadership**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>	
<b>2. Youth Leadership</b>	<b>Opportunities</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Recognition of developmental needs by age groups</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Stakeholder involvement</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**3. Program Climate:** This rubric addresses the rules and routines and interactions between and among youth and staff that affect program climate.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
3. Program Climate	Rules & Routines	The program has some rules and guidelines for behavior in use but they are not consistently practiced across all staff and expectations are not explicitly communicated to youth.	The program has rules and guidelines for behavior that are clearly and consistently communicated to youth and their families.  Rules and policies are documented and readily available to youth and parents.	Rules and routines are regularly reviewed by program staff and administrators to ensure that they support a positive program climate.  The director regularly monitors staff to ensure consistent delivery across staff and determine areas for professional development.	The program conducts an evaluation at least once every two years using an outside observer to measure staff-to-youth interactions and review rules and routines. Policy changes are implemented and supportive training is planned with staff based on results.  Youth are given a significant role in determining program rules and expectations.
	Psychological Safety	The program climate is often characterized by positive as well as negative exchanges between youth, and potentially, between youth and staff. Examples of negative exchanges may include episodes of bullying, evidence of the use of racial or other slurs, or bias towards certain youth.	The program climate is largely positive, welcoming, and respectful for all youth and adults (e.g., adults greet all youth and visitors as they come in).  Program staff make an effort to build relationships with youth on a personal level.	The program climate is positive, welcoming, and respectful for all youth and adults.  Diversity and respect for difference is explicitly discussed and supported throughout the program.	The program plans for strategies and activities to support positive program climate and diversity.  The program regularly reviews its climate and guidelines to ensure positive program climate.



Rubric	Elements	<b>Basic</b> <i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<b>Emerging</b> <i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<b>Proficient</b> <i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<b>Exemplary</b> <i>Items at the exemplary level move beyond just connections to <u>intentionally</u> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Program Climate</b>	<b>Behavior management strategies</b>	The program does not have a formally articulated behavior management strategy or policy. Decisions on how to resolve problematic behaviors are left up to individual staff. Positive behavior management techniques are utilized by some staff but it are not consistently employed across the program.	The program has a general policy to utilize positive behavior management techniques, but these techniques are not consistently practiced by all staff in the program.	All staff are aware of positive behavior management and disciplinary practices, and these are consistently employed by all staff. The program takes steps to monitor staff practice on behavior management.  An effort is made to link behavior management strategies employed in the program with the behavior management strategies employed during the school-day.	Staff are formally trained on using positive behavior management techniques and a formal evaluation of how effectively staff are employing these techniques is undertaken at least once a year.
	<b>Youth-adult interactions</b>	Interactions are largely adult directed (e.g., tell children what to do) and few opportunities are afforded for staff and youth to work collaboratively side by side.  Most interactions are limited to managing behaviors and responding to problems.	Staff interact with youth in positive ways but activities are mostly adult-directed.  Staff sometimes listen to youth opinion and ask for input but it is not consistent among staff and across activities.	Staff and youth interactions are positive, and youth input is <u>encouraged</u> , and staff frequently work with youth side by side and circulate to interact with most youth one-on-one during activity time.	Staff-youth interactions are overwhelmingly positive and youth input in activities is consistently integrated into activity <u>planning</u> with formal processes in place to support this. All activity staff consistently work with youth side by side, and circulate to interact with all youth during activity time.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Program Climate</b>	<b>Peer interactions</b>	Youth have minimal opportunity to get to know each other beyond self-selected friends.	Program activities provide interaction opportunities for youth to get to know each other (e.g., informal conversations) but opportunities are not systematic and structured into programming.	Youth have structured opportunities to get to know each other (e.g., greeting, sharing time, small group work, personal updates).	Activities are intentionally designed to allow youth to get to know and help each other to complete a task or project (e.g., team work based on different skill levels, peer mentoring, youth tutoring).

**Rating Sheet- Program Climate**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>
<b>3. Program Climate</b>	<b>Rules &amp; Routines</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Psychological safety</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Behavior management strategies</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	<b>Youth-adult interactions</b>	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
<b>Peer interactions</b>	<input type="radio"/> Basic			
	<input type="radio"/> Emerging			
	<input type="radio"/> Proficient			
	<input type="radio"/> Exemplary			
	<input type="radio"/> Need more information in order to rate			

Number of Elements Rated Proficient or Exemplary:
---

**IV. Partnerships:** The following three rubrics address the issue of forming partnerships within their communities and with students' schools and families. You should assess your program on all three rubrics.

**1. Community:** This rubric addresses aspects of collaborative functioning and involvement of the community in decision-making processes.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		1	2	3	4
1. Community	<b>Collaborative Functioning</b>	<p>The program has some partnerships in the community that support the program.</p> <p>Some partners may be less engaged in the program than others.</p>	<p>The program has <u>functional</u> partnerships in the community based on overlapping interests where some resources are shared informally and only as needed.</p> <p>Partnerships enable the program to provide a wider variety of activities to youth.</p> <p>Partnerships are best characterized as cooperative agreements.</p>	<p>The program has collaborative partnerships in the community intentionally based on common goals. The partners engage in collective goal setting and coordinate program activities across agencies.</p> <p>Partnerships go beyond one-sided contractual services. Instead, they involve sharing of financial resources.</p> <p>Partnerships are best characterized as coordinated service delivery.</p>	<p>The program has interconnecting partnerships in the community where members engage in joint decision-making for the program and share staff and other resources across agencies for program activities.</p> <p>A formal committee of partnership members is in place whose purpose is to plan cooperative programming, locate resources, address sustainability, etc.</p> <p>Partnerships are best characterized as integrated service systems.</p>
	<b>Involvement in programming</b>	<p>The program rarely invites individuals who specialize in youth issues (preventing risk behaviors, physical fitness, etc.) from the community to assist with on-site activities.</p>	<p>The program occasionally invites individuals who specialize in youth issues from the community to assist with on-site activities.</p>	<p>The program frequently invites individuals who specialize in youth issues from the community to assist with on-site activities.</p> <p>Community field trips with the goal of community involvement are a core aspect of the program.</p>	<p>Program staff and community members co-teach programs.</p> <p>Programs are intentionally connected with the community to promote community involvement</p>

**Rating Sheet- Community**

<b>Rubric</b>	<b>Elements</b>	<u><b>Rating</b></u> <i>Please indicate your rating for each rubric element identified on the highlighted column.</i>	<u><b>Evidence of Rating</b></u> <i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i>	<u><b>Possible Inclusion in Action Plan</b></u> <i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i>	
<b>1. Community</b>	<b>Collaborative Functioning</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Involvement in programming</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**2. School:** This rubric addresses aspects of communication with school staff and program alignment with school day curriculum and goals.

Rubric	Elements	<b>Basic</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. School	<b>Communication</b>	The program has some communication with the school(s) in which their youth are involved. There are no formal procedures in place or scheduled meetings.	The afterschool program has established a formal communication system with the school. However, communication with the school is limited to coordination of transportation, schedules, or other logistics. At this level, staff do not discuss needs of individual students with school-day staff	The afterschool program regularly communicates with the school through an established communication system. Communication with the school occurs to better coordinate supports and opportunities for youth.  Afterschool staff receive input from school-day staff on the needs of individual students and take steps to ensure these needs are addressed.	School day and afterschool teachers meet regularly in formal meetings or planning sessions to align curriculum to address student needs and goals.  In addition, staff meet with school day staff multiple times during the semester to discuss the progress made by individual students and where additional support is needed to support skill development and growth.
	<b>Alignment</b>	Staff have a limited awareness of school day content and few activities are planned to be consistent with school day topics. Only limited information is obtained from the school day on an informal basis for activity planning.	Staff are aware of school day content and some activities are planned to be consistent with school day topics; some information is obtained from the school day for activity planning.	School day teachers assist staff within the program in coordinating most activities to complement school day content; at this level, school day staff provide guidance on choices of activities.	All activities are fully coordinated with school day content; at this level, school day and program staff collaborate to plan all activities.

**Rating Sheet- School**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>
2. School	Communication	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		
	Alignment	<input type="radio"/> Basic		
		<input type="radio"/> Emerging		
		<input type="radio"/> Proficient		
		<input type="radio"/> Exemplary		
		<input type="radio"/> Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:
---

**3. Families:** This rubric addresses aspects of communication with families and their involvement in making programming decisions.

Rubric	Elements	<u>Basic</u>	<u>Emerging</u>	<u>Proficient</u>	<u>Exemplary</u>
		<i>Policies and practices exist within the afterschool program but are under-developed formally and informally</i>	<i>At this level, the program begins to move beyond the basics into strengthening policies &amp; practices that achieve a higher degree of effectiveness in the program.</i>	<i>A program is seen as proficient when it has begun to connect policies &amp; practices so that they produce an environment that directly supports a goal of positive youth development.</i>	<i>Items at the exemplary level move beyond just connections to <b>intentionally</b> creating and adjusting systems and environments that support positive youth development &amp; achievement of youth outcomes.</i>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Families</b>	<b>Communication</b>	The program has some communication with families. There are no formal procedures in place or scheduled meetings.	The afterschool program has established a communication system with youths' parents. However, communication with parents is limited to coordination of transportation, schedules, or other logistics.	The afterschool program regularly communicates with families through an established communication system. Communication with families occurs to discuss youths' progress, engagement in the program and/or behavior and to tailor programming according to students' needs. Special efforts are made to communicate with parents of struggling youth.	Parents/guardians not only receive feedback about their youths' progress, but also provide feedback on programming. They are actively involved in decision-making and planning activities, either through work in a committee or surveys.
	<b>Involvement in programming</b>	Families may participate in program activities, but must actively seek these opportunities. There are no formal efforts to invite parents of youth to program events.	Special events are held occasionally at the site for families of youth in the program. These activities are designed to be developmentally appropriate for youth, but not clearly linked to learning goals or objectives.	Events are held frequently throughout the school year that give parents an opportunity to engage in activities with their children. Events are clearly tied to learning goals and objectives of the program.	Events are held frequently throughout the year that encourage engagement in activities at home that are connected to school day/afterschool learning goals.  Parents are highly active in attending and volunteering in program activities, planning both special events and program activities, and engaging with their children at home.



**Rating Sheet- Families**

<b>Rubric</b>	<b>Elements</b>	<p align="center"><b>Rating</b></p> <p><i>Please indicate your rating for each rubric element identified on the highlighted column.</i></p>	<p align="center"><b>Evidence of Rating</b></p> <p><i>Please provide an explanation for how you determined your rating (e.g., activities/practices/events that justify your rating, program documents that have been developed to justify your rating, etc.).</i></p>	<p align="center"><b>Possible Inclusion in Action Plan</b></p> <p><i>In your opinion, is this an area which warrants additional attention in the action plan resulting from this process – why or why not?</i></p>	
<b>3. Families</b>	<b>Communication</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		
	<b>Involvement in programming</b>	<input type="radio"/>	Basic		
		<input type="radio"/>	Emerging		
		<input type="radio"/>	Proficient		
		<input type="radio"/>	Exemplary		
		<input type="radio"/>	Need more information in order to rate		

Number of Elements Rated Proficient or Exemplary:

### Summary of Rubric Ratings

Focus Area	Rubric Areas	Total Number of Elements	Number of Elements that were rated as “Proficient” or “Exemplary”
I. Administration	Program Goals and Objectives	4	
	Management	5	
	Sustainability	2	
	Staff Capacity and Development	4	
	Financing	4	
	Policy and Advocacy	3	
	Research and Data Collection	5	
	Resources	6	
II. Programming	Homework Assistance	4	
	Academic Enrichment in Mathematics	6	
	Academic Enrichment in Literacy	6	
	Academic Enrichment in Social Studies and Science	6	
	Arts Enrichment	3	
	Recreation Programming	3	
	Health and Safety Programming	3	
III. Youth Development	Youth Engagement	5	
	Youth Leadership	3	
	Program Climate	5	
IV. Partnerships	Community	2	
	School	2	
	Families	2	