

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## ENVIRONMENT

### Standard 1: INDOOR AND OUTDOOR SPACES MEET THE PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS OF CHILDREN.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Spaces are clean, age appropriate, and free of hazards.</li> <li>All spaces meet local safety, fire, and health codes.</li> <li>There are clean restrooms and safe, accessible water.</li> <li>There is adequate space for program activities.</li> </ul>	Fire Inspection Report  Environmental Inspection Report	
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>The program has adequate materials and supplies for scheduled activities.</li> <li>Staff regularly inspects indoor and outdoor spaces for safety and document maintenance requests promptly.</li> <li>There is adequate storage space for belongings of staff and children.</li> <li>There is an alternative plan in place for programs that do not have access to a safe outdoor space for regular physical activity.</li> </ul>	Lesson plans with materials/supplies listed  Maintenance documentation  Visual inspection	
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Staff supervises children in a planned, strategic manner.</li> <li>There is enough space to allow for independent play, creative play, and physical activity.</li> <li>Spaces provide necessary environmental modifications and/or accommodations for children with disabilities.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Space is arranged well for a range of activities: games, creative play, socializing, and independent quiet time.</li> <li>Staff use outdoor areas to provide new outdoor play experiences.</li> <li>There is a quiet space provided for children who need it.</li> <li>Children can access appropriate materials and supplies as needed by themselves.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## RELATIONSHIPS

### Standard 1: STAFF RELATIONSHIPS WITH CHILDREN ARE POSITIVE, SUPPORTIVE, NURTURING, AND CONSISTENT.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Staff use positive, encouraging, and affirming language (e.g., "I understand"; "I hear you", etc.) and avoid threats and/or sarcasm.</li> <li>Staff take responsibility for the greeting, integration, and departure of children (e.g., greeting each by name, conversation on arrival, etc.).</li> <li>Staff handle behavioral issues with positive discipline techniques.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Staff set appropriate limits for children.</li> <li>Staff use positive behavior management techniques including de-escalation strategies.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Staff relationships with children are positive, supportive, nurturing, and consistent.</li> <li>Staff acknowledge each child's strengths and encourage positive traits and behaviors.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Staff offer assistance in a way that supports each child's initiative.</li> <li>Staff use positive discipline methods effectively (e.g., giving attention to positive rather than negative behaviors, redirecting child from unacceptable activity, etc.).</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## RELATIONSHIPS

### Standard 2: STAFF ENSURE A POSITIVE SOCIAL AND EMOTIONAL ENVIRONMENT AND APPROPRIATE CHILD PARTICIPATION.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Staff create a welcoming and comfortable environment for all children.</li> <li>Staff create a safe, supportive environment where positive child interactions are consistently encouraged.</li> <li>Staff use positive interaction techniques to help children manage and resolve conflicts.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Staff create an inclusive environment for all children.</li> <li>Staff care about and respond to the needs of individual children.</li> <li>Staff provide guidance to help children make informed and responsible choices/decisions.</li> <li>Regular opportunities are given for socializing and supporting social interactions between children.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Staff create opportunities for children to feel important and valued.</li> <li>Staff meaningfully engage children in designing activities.</li> <li>Children have opportunities to choose which activities in which they want to participate.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Staff create a sense of belonging for children.</li> <li>Children serve on a leadership team and their ideas are implemented.</li> <li>Children have opportunities to lead some of the activities.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## RELATIONSHIPS

### Standard 3: STAFF PROVIDE APPROPRIATE MENTORING OPPORTUNITIES AND/OR ROLE-MODELING TO GUIDE CHILD BEHAVIOR IN POSITIVE WAYS.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Staff model good social skills (e.g., listening skills, empathy, etc.).</li> <li>Staff model positive adult relationships (e.g., cooperation, respect, etc.).</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Staff help children develop good social problem-solving skills and positive social behaviors (e.g., help them talk through social conflicts, negotiation skills, etc.).</li> <li>Disagreements between adults are discussed in private, professional manner, away from children.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Staff are always calm, cordial, and professional when interacting with colleagues, children, and families.</li> <li>Staff are cooperative, collegial, and respectful of each other, providing role models of positive adult relationships.</li> <li>Staff share skills and resources with one another to help children gain information and solve problems.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Intentional, one-on-one, long-term mentoring relationships are provided to children who want and need a mentor.</li> <li>At least one adult talks with each child on a daily basis (e.g., listens to description of day/weekend, etc.).</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## RELATIONSHIPS

### Standard 4: STAFF USE POSITIVE TECHNIQUES TO GUIDE THE BEHAVIOR OF CHILDREN.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Children listen to each other's point of view and try to compromise.</li> <li>Children seek help from staff when unable to resolve a conflict on their own.</li> <li>Rules and procedures are posted and shared.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Children know how to solve problems; solutions are reasonable and fair.</li> <li>Children do not try to solve disagreements by bullying or acting aggressively.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>A quiet space is designated where children can discuss their feelings with a staff member.</li> <li>Staff interact with children on a one-to-one basis to discuss an incident or behavior in a quiet space.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Rules and procedures are cooperatively developed by staff with children.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## RELATIONSHIPS

### Standard 5: CHILDREN INTERACT WITH ONE ANOTHER IN POSITIVE WAYS.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>There is little to no evidence of bullying, teasing, etc.</li> <li>Children are appropriately interacting with each other regardless of race, ethnicity, ability, gender, and/or socio-economic status.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Children demonstrate good social problem-solving skills and positive social behavior (e.g., can negotiate solutions, make compromises, work together toward a common goal, empathize with others' feelings, and work cooperatively).</li> <li>Children feel connected to the program (e.g., use ownership language such as "our program", hold one another accountable for rules and guidelines, etc.).</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Children are sharing materials, taking turns, encouraging each other.</li> <li>Children work toward a common goal, negotiate roles, divide tasks, and help each other.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Overall tone throughout the program is calm; tones of voice and body language are positive.</li> <li>Children, unprompted, are talking among themselves about a variety of topics.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## COMMUNITY INVOLVEMENT

### Standard 1: THE PROGRAM DEVELOPS, IMPLEMENTS & ENCOURAGES FAMILY ENGAGEMENT THROUGH SUPPORTIVE COMMUNICATION.

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>• Program communicates between families and schools for successful shared spaces, programmatic alignment, supporting family needs, etc.</li> <li>• Families are invited to participate in the program in ways in which they feel comfortable.</li> <li>• Communications are available in languages that reflect the program population, when possible.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>• Program shares alternative learning strategies and resources with families that help children achieve at school.</li> <li>• Program encourages family members to participate in the program in ways in which they feel comfortable for promoting child success and providing feedback about the program.</li> <li>• Program uses family and cultural knowledge to build trusting relationships.</li> </ul>		
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>• Program addresses the needs, issues, and progress of children; and provides additional information to help families assist their children with curricular activities.</li> <li>• Program encourages family members to participate in the program and serve on a governing board that examines parent feedback for program improvement.</li> </ul>		
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>• A comprehensive program of partnerships promotes family, school, and community participation and involvement in the program.</li> <li>• Program encourages family members to regularly participate in the program and serve on a governing board that examines parent feedback and provide a feedback loop to others about program improvement.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

**COMMUNITY INVOLVEMENT**

**Standard 2: THE PROGRAM WORKS WITH COMMUNITY PARTNERS TO CREATE LINKAGES AND LEVERAGE RESOURCES AND SUPPORT FOR THE CHILDREN AND FAMILIES SERVED.**

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>• Program identifies and integrates resources and services from their community to strengthen programs, children, and family practices and post opportunities for families.</li> <li>• Program implements a strategy for working with community partners.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>• Program provides families with information regarding resources and services that may help meet their needs when solicited and/or appropriate.</li> <li>• Programs evaluate community partnerships for mutual benefit and future planning.</li> </ul>		
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>• Program develops activities that are aligned with and support community resources that are applicable to children and families served.</li> <li>• Program utilizes evaluations information for improvement.</li> </ul>		
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>• Program identifies and integrates specific resources and services from the community partners to strengthen programs, children, and family practices and encourage ongoing community strategies.</li> <li>• Program solicits family and community knowledge regarding programming and activities and incorporates it into ongoing assessment, planning, and evaluation of the program.</li> <li>• Program uses evaluation information in an ongoing process of program improvement.</li> </ul>		



Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## PROGRAMMING

### Standard 1: PROGRAMS ARE INTENTIONAL ABOUT SUPPORTING AND ACCELERATING STUDENT LEARNING AND DEMONSTRATE INTENTIONAL PLANNING.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Program provides opportunities and spaces for homework support and enrichment activities.</li> <li>Activities offered are planned in advance.</li> <li>The program provides regular opportunities for enrichment (e.g., creative arts, music, STEM, sports, etc.)</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Materials for completing homework are available for student use in a designated homework space.</li> <li>Planned activities have specific goals and/or learning objectives cited in the daily plans.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Program establishes connections with schools and parents about individual student needs and learning goals.</li> <li>The program provides regular opportunities for hands-on academic enrichment activities that promote basic skills and higher-level thinking.</li> <li>Activities are hands-on, creative, and interest-based using a variety of mediums.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Program provides tools and resources for parents to reinforce and/or expand on the learning opportunities provided at the program.</li> <li>Connections between learning activities and real life applications are made relevant and clear to children, parents, and staff.</li> <li>The program provides opportunities for children to participate in long-term project-based learning activities that connect to real-world applications.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## PROGRAMMING

### Standard 2: ACTIVITIES AND CURRICULUM REFLECT THE MISSION OF THE PROGRAM AND PROMOTE THE DEVELOPMENT OF ALL CHILDREN IN THE PROGRAM.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>All staff can articulate the mission of the program.</li> <li>Activities and curriculum are in line with the principles of positive and developmentally-appropriate child development and interests of the children in the program.</li> <li>Staff provide opportunities for children to work individually, in small groups, or in large groups.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Activities and curriculum reflect the languages and cultures of the families involved, when possible.</li> <li>Activities and curriculum reflect best practices in the field of youth development and afterschool programs.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Activities and curriculum reflect interests of individual children in the program.</li> <li>Projects that provide community service or that give back to the community are a part of the curriculum.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Staff ask children to share their ideas for planning and engaging them in the program planning process, when appropriate, so that activities will reflect the children's interests.</li> <li>Staff request feedback and participation from families regarding program planning.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## PROGRAMMING

### Standard 3: ACTIVITIES ADDRESS THE ACADEMIC, PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS OF THE CHILDREN.

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>• Staff are aware of and refer to the School-Age Developmental Standards when planning activities.</li> <li>• Staff use a variety of strategies (e.g. direct instruction, modeling, visual aids, etc.) to introduce a new activity.</li> <li>• Staff provide children with the goals, purposes, and expectations for each new activity.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>• Staff are aware of Tennessee Academic Standards as well as 21-Century Skills Framework and refer to them when planning activities.</li> <li>• Programs are intentionally designed to integrate social-emotional and academic learning in a program day that focuses on increasing motivation and engagement in learning.</li> <li>• Staff use a variety of strategies to communicate with children who are non-verbal, non-English speaking, or may have communication deficits.</li> </ul>		
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>• Staff consider the developmental levels of each child and work with parents, school teachers, and stakeholders to set achievement goals and plan activities to meet those goals.</li> <li>• Staff modify or adapt activities in order to enable all children to participate.</li> </ul>		
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>• Program activities are intentional, goal-driven, and evaluated for effectiveness in achieving desired outcomes.</li> <li>• Staff use questions and prompts to support conversations between themselves and children, avoiding taking over conversations.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## PROGRAMMING

### Standard 4: THE DAILY SCHEDULE IS FLEXIBLE AND OFFERS SAFETY, SUPPORT, INDEPENDENCE, AND STIMULATION TO MEET THE NEEDS OF ALL THE CHILDREN.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Children meet their physical needs (restroom, snacks, rest, etc.) in a relaxed way.</li> <li>Children are actively engaged the entire time during the program day.</li> <li>Rules are reviewed regularly.</li> <li>The routine provides stability without being rigid.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Children seem to know the daily routine and can follow it without reminders.</li> <li>When it is necessary for children to move as a group, the transition is smooth and unregimented.</li> <li>There is a balance of indoor and outdoor activity opportunities.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Individual children move smoothly from one activity to another, usually at their own pace.</li> <li>The schedule allows children enough time to finish activities/projects.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Schedule allows children freedom to choose from a variety of interesting activities in a controlled, well-managed environment.</li> <li>Multiple children can be accommodated to allow children to work at their own pace to invent, explore, and create.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## PROGRAMMING

### Standard 5: THERE ARE RELEVANT MATERIALS AND SUPPLIES TO SUPPORT PROGRAM ACTIVITIES.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Materials and supplies are organized and in good repair and include all their pieces.</li> <li>There are enough materials for the number of children in the program.</li> <li>Children rarely have to wait a long time to use materials, supplies and/or equipment.</li> <li>The program space and materials reflect the diversity of the participants, families, and staff.</li> </ul>		
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>Materials are developmentally appropriate for the age range of children in the program.</li> <li>Materials reflect the individual needs of the children in the program.</li> <li>There are flexible materials that can be used in a variety of different ways.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>There are books for a variety of reading levels available to children in the program.</li> <li>A wide variety of adaptive materials are available that meet the individual needs of children.</li> <li>Materials and supplies are available for team projects and activities.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Materials and supplies promote the programs mission.</li> <li>Materials and supplies allow for mastery of progressive complexity of skills.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## HEALTH

### Standard 1: THE HEALTH, SAFETY, AND SECURITY OF ALL CHILDREN ARE PROTECTED.

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>Plans for emergency preparedness, risk management and emergency response are written and accessible and specific to the site and to out-of-school time program.</li> <li>Staff identify, document, and report suspected child abuse and neglect as required by Tennessee mandated reporter regulations.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>Systems and procedures are in place to protect children when they move from one place to another, including to the restroom.</li> <li>All indoor and outdoor facilities are clean with no observable health or safety hazards.</li> <li>The process for administering medication to children is clearly outlined and rigorously followed.</li> <li>Documentation allows parents to share pertinent health information as may be necessary for appropriate services.</li> </ul>		
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>Assesses and adapts environments, including away from the facility, to ensure the safety of children.</li> <li>Program has established procedures for managing risks and emergencies.</li> </ul>		
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>Program has established policies and procedures for transporting children, if applicable. All drivers and vehicles comply with all legal requirements.</li> <li>Handbooks with written policies and procedures to ensure the health and safety of children are distributed to staff and families.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## HEALTH

### Standard 2: THE PROGRAM PROVIDES CAREFUL AND CONSISTENT SUPERVISION OF CHILDREN TO MAINTAIN PHYSICAL, EMOTIONAL, AND SOCIAL SAFETY AND SECURITY.

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>• A system is in place to keep unauthorized persons from taking children from the program.</li> <li>• Program complies with licensing and organizational standards regarding adult/child ratios.</li> <li>• The program supervises access to outdoor spaces during program hours.</li> <li>• The program has a written risk management plan in place that is specific to out-of-school time activities.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>• Program has a system for tracking attendance including a documented sign-in/sign-out system.</li> <li>• Staff closely supervise activities that could be potentially harmful.</li> <li>• Staff have a system for knowing where the children are at all times.</li> </ul>		
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>• Staff use a variety of techniques (e.g., verbal or visual clues or prompts) to ensure all children understand and are able to follow safety procedures.</li> <li>• Staff anticipate potential hazards and modify activities, environments, or procedures to minimize or eliminate risk.</li> </ul>		
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>• Staff plan for different levels of supervision according to the level of risk involved in an activity.</li> <li>• Staff differentiate the supervision of children appropriately according to children's ages, abilities, and needs.</li> </ul>		

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## HEALTH

### Standard 3: THE PROGRAM CREATES AND SUSTAINS AN ENVIRONMENT THAT ENCOURAGES HEALTHY CHOICES AND EATING HABITS.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>The program provides a minimum of one hour per week for active play.</li> <li>The program uses appropriate metrics for determining suitable weather for outdoor activities.</li> <li>The program provides healthy snack options for children.</li> </ul>	Posted schedule indicates times for outdoor activity	
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>A balanced combination of free-play opportunities and structured activities are provided to children.</li> <li>Staff are responsive to the individual health needs of children.</li> <li>Drinking water is readily available at all times.</li> </ul>		
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Program plans experiences to promote physical, mental, and emotional health and fitness.</li> <li>Adults are trained to identify signs of stress and/or trauma and make the appropriate referrals.</li> <li>Adults model healthy practices.</li> <li>The amount and type of food offered is appropriate for the ages and sizes of the children.</li> </ul>		
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>Program monitors and implements strategies to support the mental well-being of children.</li> <li>Program strives to encourage the health and well-being of staff so they may serve as role models.</li> </ul>		



Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

## ADMINISTRATION

### Standard 1: THE ADMINISTRATION HAS SOUND FISCAL ACCOUNTING POLICIES AND PROCEDURES IN PLACE THAT SUPPORT THE LONGEVITY AND QUALITY OF THE PROGRAM.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Generally accepted accounting procedures (GAAP) are followed.</li> <li>Accounting software is used to track revenue and expenses.</li> </ul>	Accounting software used  Fiscal policies and procedures document and/or manual	
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>The agency has a designated individual to oversee the organization's fiscal responsibilities.</li> <li>The program adheres to written policies and procedures for fiscal management.</li> <li>The program administration regularly review the budget including revenue and expenses, revenue forecasting, and cash flow and adjust as needed.</li> </ul>	Organizational chart  Fiscal policies and procedures  Organizational budget and Board meeting agenda	
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>The program funding is diversified and sustainable to operate within a budget over time.</li> <li>There is a written sustainability plan that is periodically reviewed and updated by the Board.</li> </ul>	Organizational budget  Written sustainability or strategic plan	
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>The program participates in regular fiscal reviews where an external accounting firm presents the review or audit to its Board.</li> <li>The program generates annual fiscal reports that reflect the financial well-being of the organization for fiscal planning and accountability.</li> </ul>	Audit or fiscal review prepared by third party accounting firm or governmental entity	

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	<i>"We are a leader in this."</i>	<i>"We demonstrate this in observable ways."</i>	<i>"We could use some support here."</i>	<i>"We need significant support in this."</i>	<i>"We're not sure." OR "This doesn't pertain to our program."</i>

**ADMINISTRATION**

**Standard 2: ADMINISTRATION RECRUITS AND HIRES QUALIFIED STAFF AND PROVIDES PROFESSIONAL DEVELOPMENT TO RETAIN AND IMPROVE PROGRAM QUALITY.**

	DOCUMENTATION	INDICATOR RATING
<p><b>LEVEL ONE</b></p> <ul style="list-style-type: none"> <li>The program has written job descriptions.</li> <li>The program documents that all staff and volunteers working with children have passed a child abuse and neglect screening and criminal records checks for crimes that pose a threat to the wellbeing of children and families.</li> <li>Professional development opportunities address the academic as well as the social and emotional needs of children in the program.</li> </ul>		
<p><b>LEVEL TWO</b></p> <ul style="list-style-type: none"> <li>The program conducts regular staff meetings.</li> <li>All staff and volunteers receive orientation training prior to working with children.</li> <li>Professional development opportunities are accessible in multiple formats including workshops, observations, online opportunities, coaching, and peer-to-peer learning.</li> </ul>	Staff meeting agendas and sign-in sheets	
<p><b>LEVEL THREE</b></p> <ul style="list-style-type: none"> <li>The program provides positive working conditions where staff are consistently treated with respect.</li> <li>Program policy handbooks are provided to staff to guide program operations and management.</li> <li>Program policy handbooks are reviewed and updated on a yearly basis.</li> </ul>	Staff handbook	
<p><b>LEVEL FOUR</b></p> <ul style="list-style-type: none"> <li>Staff are compensated fairly and recognized for their achievements in order to support staff retention.</li> <li>Program staff develop performance goals and work outcomes.</li> <li>Staff are provided opportunities for career growth.</li> <li>The program has a professional development plan that includes staff input and aligns with organizational goals.</li> <li>The program conducts semi-annual staff performance assessments that include a professional development plan for each staff member.</li> </ul>	Compensation scale  Written performance goals and outcomes	

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	"We are a leader in this."	"We demonstrate this in observable ways."	"We could use some support here."	"We need significant support in this."	"We're not sure." OR "This doesn't pertain to our program."

## ADMINISTRATION

### Standard 3: RECORDS OF CHILDREN CONTAIN ACCURATE INFORMATION AND ARE PROPERLY MAINTAINED TO ENSURE THE SAFETY AND CONFIDENTIALITY OF CHILDREN AND FAMILIES.

	DOCUMENTATION	INDICATOR RATING
<b>LEVEL ONE</b> <ul style="list-style-type: none"> <li>Student registration forms are kept in a secure location either electronically or in print.</li> <li>Program ensures that records storage meets standards for FERPA and HIPAA compliance.</li> </ul>	Location of student registration forms	
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>If student academic records are used, written consent to access student academic records has been provided by parents/guardians in advance.</li> <li>Written media release has been completed for each student and signed by the parent/guardian.</li> </ul>	Consent documents Media releases	
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>Student contact information is updated semi-annually to insure that emergency contact information is current.</li> <li>Signed confidentiality statement is on file for each staff member and/or volunteer on an annual basis.</li> <li>Written policies and procedures are in place for securely handling confidential information.</li> </ul>	Student registration form Confidentiality statements HIPPA (Health Information Privacy Act) FERPA (Family Educational Rights and Privacy Act) clauses	
<b>LEVEL FOUR</b> <ul style="list-style-type: none"> <li>The program conducts an annual review of policies and procedures for handling confidential information.</li> <li>The program conducts an annual staff review of privacy regulations and confidentiality agreements.</li> <li>The program conducts an annual review of potential data breaches.</li> </ul>	Written policies and procedures document Confidentiality statements, HIPPA, FERPA clauses	