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**MOST STANDARDS OF QUALITY CHECKLIST**

**HOW TO USE THIS DOCUMENT**

The MOST Standards of Quality may be used as a guide for developing and evaluating OST programs for all children and youth in grades K-12. These standards indicate very high-quality, age-appropriate practices. The MOST Standards are voluntary for OST programs. Programs specifically mandated by their funding source/law/rule/regulation must follow these standards to the extent practicable.

The MDE and Michigan SBE recommend the use of this publication for ongoing program monitoring and self-assessment, along with other research-based assessment tools (e.g., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS), High-quality programs strive to meet all the standards and indicators included in this document.

**Special Note:** The Standards and indicators will be relevant to all high-quality OST programs; however, some single-purpose programs may not find all components applicable to their programs but should minimally apply all relevant standards in addition to the critical component VII. Single-Purpose Programs standards.

Source: <https://www.miafterschool.org/stds-quality>

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| 1. **Health & Physical Safety** | | | | | | | |
| 1. **The safety and security of all children and youth are protected** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Children and youth are supervised at all times, including during arrival, transitions, and departure. |  |  |  |  |  |  |  |
| 1. A system is in place to track attendance throughout the program, including before and after transitions. |  |  |  |  |  |  |  |
| 1. A system is in place to prevent unauthorized individuals from taking children and youth from the program. |  |  |  |  |  |  |  |
| 1. Different levels of supervision are provided according to the level of risk to children and youth involved in an activity. |  |  |  |  |  |  |  |
| 1. Equipment and facilities are checked daily and maintained safely. |  |  |  |  |  |  |  |
| 1. **The health of all children, youth, and staff is protected** |  |  |  |  |  |  |  |
| 1. The environment is clean and appropriated sanitation, disinfecting, and maintenance procedures are followed. |  |  |  |  |  |  |  |
| 1. Children, youth, and adults with contagious illnesses do not attend the program. |  |  |  |  |  |  |  |
| 1. The spread of illness is contained by proper hand washing procedures and appropriate hygiene practices. |  |  |  |  |  |  |  |
| 1. Proper procedures for the administration and handling of medication and individual medical procedures are implemented, posted, and distributed in program handbooks to families. |  |  |  |  |  |  |  |

**ASSESSMENT SCALE**

**Use the following scale by checking the appropriate column for each indicator to determine the rating and frequency of the Standards and Quality Indicators within the program:**

* “Mastered” is checked if the indicator describing the Standard is present consistently at a high level of quality.
* “In Place” is checked if the indicator is present some of the time but may not be consistent across all program components or not followed consistently.
* “Planned” is checked if the indicator is not currently present but plans to include this component to increase program quality are being developed.
* “Not Planned” is checked only in instances of program components that do not apply based on the type of program that is being rated or implementation planning has not yet begun.

**Use the following timeline references to indicate an initial plan for goal setting:**

* “Right Now” is checked if the indicator should or can be modified or incorporated into regular practice immediately.
* “This Year” is checked if the indicator is something that the program staff agree can be worked toward in the current school year or calendar year.
* “Next Year is checked if the indicator is one that is a goal for future implementation.

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| 1. **Health & Physical Safety** | | | | | | | |
| 1. **Written policies and a training system are in place for emergencies.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. In school buildings, school day emergency procedures are continued in the OST program. |  |  |  |  |  |  |  |
| 1. Staff members are trained in accident prevention and emergency plans. Plans are posted prominently and reviewed regularly. |  |  |  |  |  |  |  |
| 1. Policies and training explicitly cover people with disabilities and reasonable (customizable) accommodations in emergencies. |  |  |  |  |  |  |  |
| 1. Contingency plans for emergencies, including closings, are communicated to families upon enrollment. |  |  |  |  |  |  |  |
| 1. A procedure for emergency communication with families (e.g., phone trees, text messages, e-mail, web postings, and cell phone usage) is established and communicated. |  |  |  |  |  |  |  |
| 1. A working phone is available at all times. |  |  |  |  |  |  |  |
| 1. Emergency family and medical contact information are maintained in the program and available to program staff at all times. |  |  |  |  |  |  |  |
| 1. Each program staff member shall hold valid and current certification in CPR and basic first aid is issued by the American Red Cross, American Heart Association, or a comparable organization. New staff must be trained within three months. |  |  |  |  |  |  |  |
| 1. **Appropriate transportation rules are followed.** |  |  |  |  |  |  |  |
| 1. All transportation, including emergency situations and use of public transportation, provided to students follows regulations in the Revised School Code Act 451 of 1976 or the most recent Licensing Rules for Child Care Centers. |  |  |  |  |  |  |  |
| 1. Staff personal vehicles should not be used for the transportation of children or youth. In emergency situations, the most recent childcare licensing standards are met. |  |  |  |  |  |  |  |
| 1. Children and youth with disabilities are transported in a safe, comfortable, and appropriate manner. |  |  |  |  |  |  |  |
| 1. Field trip transportation is arranged with the knowledge and consent of parents/guardians. |  |  |  |  |  |  |  |

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| 1. **Health & Physical Safety** | | | | | | | |
| 1. **Programs serving foods and drinks meet the needs of all children and youth.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Programs follow the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards for Out-of-School Time 2.0: 2. Self-serve water is always accessible and available to children and youth. 3. Provide only water and unflavored low-fat (1%), nonfat milk, or dairy alternative. 4. Provide fruits or vegetables (fresh, frozen, dried, or canned in their own juice) at every meal and snack. 5. Do not provide any fried foods. Fired foods include items like potato and corn chips, in addition to foods that are pre-fried French fries that are then baked, chicken patties, chicken tenders, chicken nuggets, fish sticks, Tater Tots ®). 6. Offer whole grains, as determined by confirming that the first item listed in the ingredients contains the word whole (e.g., whole wheat, whole oats, wholegrain flour, whole brown rice). 7. Provide foods that don’t list sugar (e.g., sugar, invert sugar, brown sugar, words ending in -ose, and syrups like high fructose corn syrup, honey) as one of the first three ingredients or that contain no more than 8 grams of added sugar per serving. |  |  |  |  |  |  |  |
| 1. Staff model healthy eating behaviors by avoiding the consumption or foods or beverages that are inconsistent with the healthy eating standards during program time. |  |  |  |  |  |  |  |
| 1. Food choices accommodate dietary restrictions related to allergies, food intolerance, religion, and culture. |  |  |  |  |  |  |  |
| 1. Individual nutritional needs are documented, and all staff are made aware of accommodations. |  |  |  |  |  |  |  |
| 1. Food is not used as a reward or punishment. |  |  |  |  |  |  |  |
| 1. If celebrated, holidays and birthdays are observed with healthy food or non-food items. |  |  |  |  |  |  |  |
| 1. Fundraisers and social events, including family and community engagement activities, emphasize healthy foods or rely on non-food items. |  |  |  |  |  |  |  |

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| 1. **Positive Climate and Emotional Safety** | | | | | | | |
| 1. **Adults cultivate authentic and consistent relationships with children and youth.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Adults treat all children and youth respectfully, positively, and warmly. |  |  |  |  |  |  |  |
| 1. Adults greet children and youth by name upon their arrival. |  |  |  |  |  |  |  |
| 1. Adults are attentive to children and youth and their individual needs, temperaments, special interests, and abilities. |  |  |  |  |  |  |  |
| 1. Adults provide opportunities for children and youth to engage with positive role models individually and in small groups. |  |  |  |  |  |  |  |
| 1. **The program creates a positive social environment where all children, youth, and families feel safe.** |  |  |  |  |  |  |  |
| 1. Expectations are established and maintained cooperatively with children, youth, and families. |  |  |  |  |  |  |  |
| 1. Adults model and encourage positive communication, cooperation, collaboration, and teamwork. |  |  |  |  |  |  |  |
| 1. Adults use age-appropriate approaches to reframe conflict. |  |  |  |  |  |  |  |
| 1. Adults encourage children, youth, and families and attribute success to effort, attention, practice, and persistence. |  |  |  |  |  |  |  |
| 1. Adults provide an emotional safe, welcoming, and supportive environment free of violence, intimidation, aggression, or bullying for all participants. |  |  |  |  |  |  |  |

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| 1. **Program Staffing** | | | | | | | |
| 1. **Group sizes and rations are designed to ensure that authentic, helpful, and caring relationships can be established and maintained between participants and adults.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Children and youth to adult ratios are consistently maintained and do not exceed: 2. Grades K to 3: 10 children or youth to one adult. 3. Grades 4 to 12: 15 children or youth to one adult. 4. Mixed-age groups must follow the ratio requirement for the youngest child or youth in the group. 5. Ratios are reduced to reflect best practices relevant to program goals and activities. |  |  |  |  |  |  |  |
| 1. At least tow staff members are in the program at all times when children and youth are present. |  |  |  |  |  |  |  |
| 1. Sufficient staffing is available to meet ratios in all locations, especially when groups are split between indoor, outdoor, or separate activity areas. |  |  |  |  |  |  |  |
| 1. Staff is responsible for students assigned to their group and for overall program supervision of any students in their line or sight. |  |  |  |  |  |  |  |
| 1. Additional adults are present when children and youth with diverse abilities require more supervision. |  |  |  |  |  |  |  |
| 1. **Program staff foster open and supportive team relationships** |  |  |  |  |  |  |  |
| 1. Staff consistently communicate and cooperate with each other. |  |  |  |  |  |  |  |
| 1. Staff support each other through shared planning, coordination, and flexibility. |  |  |  |  |  |  |  |
| 1. Staff interact with each other in a professional manner that supports program goals and outcomes. |  |  |  |  |  |  |  |
| 1. Staff acknowledge human diversity among co-workers. |  |  |  |  |  |  |  |

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| **III. Program Staffing** | | | | | | | |
| 1. **Staff are qualified and adhere to best practices.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Program staff working directly with children and youth are well trained with appropriate experience to work in the OST field. |  |  |  |  |  |  |  |
| 1. Qualified staff possess the Michigan Youth Development Associate Certificate and/or Credential or have equivalent or greater qualifications and experience. |  |  |  |  |  |  |  |
| 1. Staff qualifications align with the program goals and objectives and are based on the National AfterSchool Association Core Knowledge and Competencies for AfterSchool and Youth Development Professionals. |  |  |  |  |  |  |  |
| 1. Program staff act ethically, are committed to continuous learning, and advocate for the best practices and policies for children and youth. |  |  |  |  |  |  |  |
| 1. Staff members demonstrate awareness of the daily needs, abilities and learning preferences of children and youth and accommodate them in daily programs and activities. |  |  |  |  |  |  |  |
| 1. Staff members demonstrate awareness of the daily needs, abilities and learning preferences of children and youth and accommodate them in daily programs and activities. |  |  |  |  |  |  |  |
| 1. Staff recognize stereotyped expectations and can support children and youth to navigate stereotypes, especially in areas of race, gender, academic achievement, and career preparation. |  |  |  |  |  |  |  |
| 1. Staff promote gender and racial equity. |  |  |  |  |  |  |  |
| 1. Staff strive to be sensitive to the diverse needs of individual children and youth. |  |  |  |  |  |  |  |

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| **III. Program Staffing** | | | | | | | |
| 1. **Staff participate in effective orientation, training, and professional development** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. New staff participate in eight or more hours of pre-service orientation activities that include elements of child and youth development. |  |  |  |  |  |  |  |
| 1. Staff is oriented to the organizational policies and procedures that align with the mission and the goals of the program. |  |  |  |  |  |  |  |
| 1. Staff participate in training and professional development, which builds knowledge, skills, and abilities to help meet program goals and objectives. |  |  |  |  |  |  |  |
| 1. Staff participate in diversity and inclusion training that includes meeting the needs of children and youth with diverse abilities. |  |  |  |  |  |  |  |
| 1. Staff members build a professional development plan that reflects individual goals and is reviewed annually. |  |  |  |  |  |  |  |
| 1. Staff participated in a continuous evaluation process to support ongoing professional development. |  |  |  |  |  |  |  |

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| 1. **Program Environment** | | | | | | | |
| 1. **The environment is established to provide a safe, clean, comfortable, and developmentally appropriate setting for all children and youth.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. The environment is arranged and furnished for a variety of activities that allow for individual, small group, and whole group options. |  |  |  |  |  |  |  |
| 1. The physical environment can be modified to meet the needs of the program offerings, children and youth, and staff. |  |  |  |  |  |  |  |
| 1. There are identified spaces that include areas for active and quiet activities. |  |  |  |  |  |  |  |
| 1. There are identified spaces for the storage of equipment, materials, and personal possessions. |  |  |  |  |  |  |  |
| 1. Enough materials, equipment, and resources are available and accessible for the number of children and youth participating. |  |  |  |  |  |  |  |
| 1. The program works cooperatively with other programs in shared spaces. |  |  |  |  |  |  |  |
| 1. The program is barrier-free and complies with all American with Disabilities Act (ADA) regulations. |  |  |  |  |  |  |  |
| 1. **The outdoor environment is established to offer safe and age/ability appropriate areas** |  |  |  |  |  |  |  |
| 1. There is adequate outdoor space available for daily structured and unstructured physical activity. |  |  |  |  |  |  |  |
| 1. A wide variety of outdoor equipment and games are available to youth and children for active quiet play. |  |  |  |  |  |  |  |
| 1. Use of the Public Playground Safety Handbook is recommended when applicable. |  |  |  |  |  |  |  |
| 1. **The environment introduces and reflects the diversity represented in the program participants, families, and community through a global lens.** |  |  |  |  |  |  |  |
| 1. The environment reflects the human diversity represented in the population of the community. |  |  |  |  |  |  |  |
| 1. Décor, posters, pictures, books, and other materials represent a variety of cultural identities, populations, beliefs, and interests. |  |  |  |  |  |  |  |
| 1. The environment showcases student work, accomplishments, and interests. |  |  |  |  |  |  |  |

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| 1. **Program and Activities** | | | | | | | |
| 1. **Activities are planned and supported through resources that reflect the interests and abilities of the children and youth enrolled, especially supplementing the areas of development not regularly provided during the school day.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Interactions with children and youth use various approaches to help participants learn to think for themselves, develop problem solving skills, and improve language skills. |  |  |  |  |  |  |  |
| 1. Opportunities are utilized to help children and youth develop positive/appropriate responses or social skills. |  |  |  |  |  |  |  |
| 1. The program offers developmentally appropriate activities that reflect the mission and goals or the program. |  |  |  |  |  |  |  |
| 1. The program offers a variety of active and quiet activities that are appropriate for the age, skill level, and abilities of all children and youth. |  |  |  |  |  |  |  |
| 1. Activities challenge children and youth intellectually, creatively, and/or physically and require building, learning, and applying a progression of new skills. |  |  |  |  |  |  |  |
| 1. The program offers enrichment opportunities in core academic areas as ell as in cultural arts, technology, entrepreneurship, and financial literacy. |  |  |  |  |  |  |  |
| 1. Curriculum and activity planning regularly include: 2. Youth Leadership; 3. Service learning or community-oriented projects; 4. Restorative Justice practices; 5. Character Education; 6. Mentoring Opportunities 7. Conflict-Resolution, and 8. Decision-making skills for healthy choices. |  |  |  |  |  |  |  |
| 1. Computer and technology opportunities are consistent with Michigan Integrated Technology Competencies for Students (MTECS) found at techplan.org. |  |  |  |  |  |  |  |
| 1. Staff help children and youth understand that success in Science, Technology, Engineering, and Mathematics (STEM) activities will require attention to detail, effort, and persistence utilizing scientific inquiry and the design thinking process. |  |  |  |  |  |  |  |
| 1. Social Emotional Learning (SEL) skill development opportunities are consistent with the MDE Early Childhood to Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators. |  |  |  |  |  |  |  |

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| 1. **Program and Activities** | | | | | | | |
| 1. **Physical health and well-being are supported by program activities.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. The program facilitates a variety of physical and nutritional activities that meet the needs and abilities of all children and youth. |  |  |  |  |  |  |  |
| 1. The program provides regularly planned activities with an emphasis on nutrition education. |  |  |  |  |  |  |  |
| 1. The program provides planned daily recreation, sports, or fitness activities that are at least 20% of daily program time. |  |  |  |  |  |  |  |
| 1. During a planned physical activity, children and youth are moderately to vigorously active for at least half of the physical activity time. |  |  |  |  |  |  |  |
| 1. **Program development and implementation is carried out in such a way to include choice, planning, and leadership opportunities.** |  |  |  |  |  |  |  |
| 1. Children and youth have many opportunities to plan, carry out and evaluate their own activities. |  |  |  |  |  |  |  |
| 1. Children and youth are included in the planning and design of the program and activities offered. |  |  |  |  |  |  |  |
| 1. Children and youth are actively in decision making and leadership roles. |  |  |  |  |  |  |  |
| 1. Children and youth are encouraged to offer ideas, take the initiative, make suggestions, and lead program activities. |  |  |  |  |  |  |  |
| 1. There are opportunities for children and youth to participate and develop connections with their larger community. |  |  |  |  |  |  |  |
| 1. Children and youth share leadership and control of program activities with staff. |  |  |  |  |  |  |  |
| 1. Children and youth are given multiple opportunities to be involved in decision making and the planning, management, evaluation, implementation, and improvement of the program. |  |  |  |  |  |  |  |
| 1. Children and youth are supported in building new skills. |  |  |  |  |  |  |  |
| 1. Children and youth are encouraged to exercise creativity, curiosity, and their imagination. |  |  |  |  |  |  |  |

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| 1. **Program and Activities** | | | | | | | |
| 1. **Families are given multiple opportunities to be involved in decision-making, planning, management, evaluation, implementation, and improvement of the program.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. Multiple systems are in place for families to be involved and provide input regarding policies, procedures, and curriculum. |  |  |  |  |  |  |  |
| 1. Multiple systems are in place for maintaining communication with families. |  |  |  |  |  |  |  |
| 1. Families and community members are invited to collaborate with staff and participate in the program. |  |  |  |  |  |  |  |
| 1. **School-day and OST curricula and activities are linked in ways that support academic and non-academic development to meet the needs of the individual youth and program group.** |  |  |  |  |  |  |  |
| 1. Programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum. |  |  |  |  |  |  |  |
| 1. Staff members work with individual teachers and parents to support homework, behavior, and academic needs of children and youth. |  |  |  |  |  |  |  |
| 1. Staff members participate in school-wide, organization, and/or community activities and goals. |  |  |  |  |  |  |  |
| 1. Formal processes or structures are in place linking the program to the school day. |  |  |  |  |  |  |  |
| 1. Programming is based on best practices for identifying and removing barriers to learning ad promoting positive development. |  |  |  |  |  |  |  |
| 1. **Program collaborates with community stakeholders that include youth organizations, community resource agencies, and schools to meet the needs of all participating youth.** |  |  |  |  |  |  |  |
| 1. Program staff establishes mechanisms for regular communication to coordinate with children and youth serving agencies. |  |  |  |  |  |  |  |
| 1. Program staff collaborates with school counselors, coaches, teachers, and community members to determine needs and provide support for children and youth in the community. |  |  |  |  |  |  |  |

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| 1. **Administration** | | | | | | | |
| 1. **Data area collected and used intentionally to continuously improve program quality and meet the needs of the community.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. A needs assessment is administered to prospective participants, families, and stakeholders to identify the needs of the community and organization and determine goals. |  |  |  |  |  |  |  |
| 1. Evaluation and data collection are conducted at least annually to measure outcomes and to ensure continuous quality improvement. |  |  |  |  |  |  |  |
| 1. **Stakeholders (including children and youth, families, school personnel, businesses, vendors, and community partners) are involved in the planning, implementation, and evaluation of the program.** |  |  |  |  |  |  |  |
| 1. Staff, stakeholders, children and youth, and members of the community conduct regular meetings to gather and share information regarding programming, curriculum, and goals. |  |  |  |  |  |  |  |
| 1. Stakeholders represent diverse populations and perspectives, including but not limited to education entities, municipalities, local businesses, community leaders, children and youth, and families. |  |  |  |  |  |  |  |
| 1. Children and youth have opportunities to shape the program through: 2. Shared responsibility on governing bodies (e.g., boards, advisory panels, standing committees, task forces). 3. Formal and informal evaluation, and 4. Improvement plans. |  |  |  |  |  |  |  |
| 1. **The budget adequately supports and aligns with the program goals and objectives.** |  |  |  |  |  |  |  |
| 1. The budget development process reflects input from appropriate stakeholders; |  |  |  |  |  |  |  |
| 1. Internal audits monitor that funds are being spent appropriately. |  |  |  |  |  |  |  |

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| 1. **Administration** | | | | | | | |
| 1. **Fund development, revenue, and fiscal management systems are planned and implemented to provide a high-quality sustainable program.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. A wide variety of revenue sources is considered, including grant funds, child-care subsidies, scholarships, donations, and fees to support program goals. |  |  |  |  |  |  |  |
| 1. Revenues and expenses are reported and monitored effectively. |  |  |  |  |  |  |  |
| 1. A written, board-approved compensation plan is consistently implemented with short-term and long-term fiscal sustainability. |  |  |  |  |  |  |  |
| 1. **Policies and procedures are created for children and youth, families, staff, and stakeholders.** |  |  |  |  |  |  |  |
| 1. Policies and procedures are developed and reviewed annually with input from key stakeholders. |  |  |  |  |  |  |  |
| 1. Expectations of desired behaviors are communicated at the beginning of the program. |  |  |  |  |  |  |  |
| 1. Community partners, vendors, and other entities will: 2. Comply with licensing requirements; 3. Demonstrate the capacity of running high-quality programs; 4. Receive an orientation to program policies, procedures, and expectations, and, 5. Participate in the evaluation of program activities 6. Handbooks containing policies and procedures are created and provided to all staff, families, and stakeholders. 7. Information is transmitted to families with limited English proficiency in modes that are easily understood. |  |  |  |  |  |  |  |
| 1. **Administrative staff, including directors and supervisors, participate in ongoing continuous professional development.** |  |  |  |  |  |  |  |
| 1. Professional development is aligned to program staff standards (see above II. D.1-6). |  |  |  |  |  |  |  |
| 1. Administrative staff mentor and support all program staff in ongoing continuous professional development. |  |  |  |  |  |  |  |

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| **VI. Administration** | |  | | | | | |
| 1. **A plan is established for recruitment, orientation, retention of staff, staff evaluations, and individual professional development.** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. A written plan for recruitment supports the hiring of staff who reflect the languages, cultures, and genders of the children and youth served. |  |  |  |  |  |  |  |
| 1. A written job description is developed and available for each staff position which includes the title and qualifications needed, job duties, and salary/benefit range. |  |  |  |  |  |  |  |
| 1. A written plan that is clearly related to the local market and reflets staff qualifications is developed to retain staff and maintain the quality of programs. |  |  |  |  |  |  |  |
| 1. Staff development is incorporated into the overall school or agency professional development plan. |  |  |  |  |  |  |  |
| 1. Annual professional development training attended by all staff includes at least three hours focused on cultural competence or inclusive practices related to serving and teaching divers children and youth and their families. |  |  |  |  |  |  |  |
| 1. A written plan for ongoing staff development must include: 2. Typical and atypical child and youth development 3. age-appropriate curriculum 4. behavior management 5. human diversity and inclusion 6. health/safety 7. mental health/social emotional learning 8. healthy eating/nutrition 9. youth leadership and community service 10. physical activity 11. partnering with families 12. child/adult CPR/first aid/emergency procedures 13. child abuse and neglect prevention and reporting 14. record keeping 15. appropriate activities and 16. Licensing Rules for Child Care Centers |  |  |  |  |  |  |  |
| 1. Semi-annual evaluations and ongoing feedback opportunities of each staff member are used to guide the planning and implementation of professional activities in coordination with program goals and objectives. |  |  |  |  |  |  |  |

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| 1. **Single-Purpose Programs**   ***A single purpose OST program is supervised and focused on one specific subject or activity for children and youth. Single-purpose programs may include but are not limited to, group athletics, social activity/youth clubs, dance, drama, music, religion, remedial academics, scouting, and recreational programs.*** | | | | | | | |
| 1. **Programs adhere to relevant MOST Standards of Quality** | Not Planned | Planned | In Place | Mastered | Right Now | This Year | Next Year |
| 1. **Programs are appropriate for the students enrolled.** |  |  |  |  |  |  |  |
| 1. Activities are age and ability appropriate |  |  |  |  |  |  |  |
| 1. Activities meet the learning perspective and interests of the enrolled children and youth. |  |  |  |  |  |  |  |
| 1. Accommodations are provided for students with individual disabilities. |  |  |  |  |  |  |  |
| 1. **Appropriate staff members are present at all times.** |  |  |  |  |  |  |  |
| 1. At least two adults are present at all times. |  |  |  |  |  |  |  |
| 1. Staff members have specialty expertise to the content/skill of the program being offered. |  |  |  |  |  |  |  |
| 1. Staff members have knowledge of children and youth development and age/ability appropriate expectations. |  |  |  |  |  |  |  |