

Standards for School Age Child Care Programs

Revised July 31, 2012 - Amended November 6, 2012

Learning Environment

There is substantial evidence that:

- Program environment features are central to program quality and there is limited evidence that varied and appropriate program materials support children's development.
- Quality of staff-child interactions contributes to quality in out-of-school time settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures.
- Developmentally appropriate curriculum is related to other measures of program quality
- Developmentally appropriate curriculum is related to positive child and youth outcomes.

There is a moderate amount of evidence that:

- Developmentally-appropriate assessment is associated with improved child and youth development outcomes.

Program Environment	Documentation ¹
PE 1. Program staff attend training on the School Age Care Environment Rating Scale (SACERS).	<input type="checkbox"/> Evidence of training completion.
PE 2. Program ² staff complete a self -assessment on the School Age Care Environment Rating Scales (SACERS) ³ , NYSAN Quality Self-Assessment (QSA) Tool, and/or ASWNY Accreditation Self-Study materials.	<input type="checkbox"/> Self-assessment report.
PE 3. Program completes a self-assessment and writes an improvement plan to address: <ul style="list-style-type: none"> • SACERS subscale scores below 3.25, or • Ratings of 0 or 1 on ASWNY Self-Study or • Areas identified as in need of improvement in QSA Tool Action Plan. 	Completed: <ul style="list-style-type: none"> <input type="checkbox"/> ERS self-assessment report with improvement plan, OR <input type="checkbox"/> NYSAN QSA action plan, OR <input type="checkbox"/> ASWNY self-study plan for improvement
PE 4. Program has an <u>independent</u> SACERS ⁴ observation and assessment and achieves an overall score of 4.25 – 4.99. Written	<input type="checkbox"/> Completed SACERS report with written improvement plan.

¹ All documentation requirements are subject to change. Documentation listed in bold text is required and must be submitted for credit. Documentation listed in regular text is optional; at least one form of documentation must be submitted to receive credit for meeting the standard.

² Program means all types of out-of-school time settings such as community centers, child care centers, public or private schools' non-school hours, parks, libraries, etc.

³ The School Age Care Environment Rating Scales (SACERS) is one of a family of tools to measure program quality. These include the Early Childhood Environment Rating Scale, revised (ECERS-R); the Infant/Toddler Environment Rating Scale, revised (ITERS-R); the Family Child Care Environment Rating Scale, revised (FCCERS-R) and the School Age Care Environment Rating Scale (SACERS). **NOTE: no-cost training will be offered on introduction to the ERS and introduction to QUALITYstarsNY.**

⁴ **NOTE: ERS assessment will be offered at no cost to programs.**

improvement plan for subscale scores below 3.50.	
PE 5. Program has <u>independent</u> SACERS observations and assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	<input type="checkbox"/> Completed SACERS report with written improvement plan.
PE 6. Program has <u>independent</u> SACERS observation and assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	<input type="checkbox"/> Completed SACERS report with written improvement plan.
Youth Observation and Assessment	Documentation
YOA 1. Program collects information at enrollment related to children’s social, emotional, academic, and physical development; dominant language; and any special needs.	<input type="checkbox"/> Copies of at least 3 sample completed questionnaires and or sufficiently robust enrollment forms.
YOA 2. Program documents relevant information about each child’s social, emotional, academic, and/or physical development within 45 days of enrollment using a systematic screening process aligned to program content.	<input type="checkbox"/> Copy of systematic and/or screening process or tool <input type="checkbox"/> Copies of 3 developmental screening tools/enrollment form to conduct assessment (with identifying info removed)
YOA 3. Program regularly documents the progress of children’s social, emotional, academic, and/or physical development.	<input type="checkbox"/> Copies of at least 3 samples of written records used by program to document progress (with identifying info removed). <input type="checkbox"/> Copy of written policy describing how youth assessments inform program design and implementation.
YOA 4. All lead staff (i.e. site coordinators and program directors) has annual training in youth observation and assessment, including recognition of developmental milestones and identifying possible developmental delays, and linking youth observation and assessment to program design and implementation.	<input type="checkbox"/> Training as indicated by Aspire.
YOA 5. Program can document that information on children’s progress is used to inform program practice.	<input type="checkbox"/> Statement of how program uses children progress information to <input type="checkbox"/> Aggregated data reports <input type="checkbox"/> Improvement plan(s)

Curriculum⁵ Planning and Implementation	Documentation
CPI 1. The program has a written education and/or youth development philosophy.	<input type="checkbox"/> Copy of education and/or youth development philosophy statement
CPI 2. The program selects and/or develops and uses a written curriculum / curriculum framework that is developmentally appropriate and addresses the key domains of child and youth development.	<input type="checkbox"/> Copy of curriculum/ curriculum framework
CPI 3. The program uses a curriculum / curriculum framework that is evidence-based, meaning it is grounded in science and is shown to improve child outcomes.	<input type="checkbox"/> Copy of curriculum or curriculum framework
CPI 4. Program curricula align with the NYSED Learning Standards and/or Social Emotional Learning and Development Guidelines. ⁶	<input type="checkbox"/> Name and publisher of curricula <input type="checkbox"/> Completed curriculum crosswalk
CPI 5. The program uses curricula that are responsive to youth of different genders, races/ethnicities, languages, and abilities.	<input type="checkbox"/> Evidence of adaptation or other evidence of culturally competence (lesson plans, activities)
CPI 6. Appropriate program staff receives training and supervision support from their organization, school district, funding agency, and/or an intermediary partner to implement the curricula.	<input type="checkbox"/> Training certificates <input type="checkbox"/> Evidence in Registry <input type="checkbox"/> Training logs
CPI 7. Program uses activity guides, curricula, specific techniques, and/or other protocols to minimize transition time within program activities so that children remain occupied and are kept engaged throughout activities and transitions.	<input type="checkbox"/> Name and publisher of curricula <input type="checkbox"/> Assessment tool and explanation of connection
CPI 8. Program seeks information from, and coordinates with, feeder schools to offer activities that are linked to school-day content and skills.	<input type="checkbox"/> Weekly or daily lesson plans <input type="checkbox"/> Individualized learning goals based on child observations and assessment.
Physical Well-Being and Health	Documentation
PH 1. Program has a policy that details the use of TV/video for youth. When used, TV/video should be of high-quality educational or movement-based commercial-free programming for purposes of extending learning and integrating or enriching the curriculum.	<input type="checkbox"/> Evidence of policy
PH 2. Program provides opportunities for youth to learn healthy nutrition and/or active play practices that lead to healthy weight.	<input type="checkbox"/> Copy of program schedule <input type="checkbox"/> Weekly or daily lesson plans

⁵ *Curriculum* means the goals for knowledge and skills to be acquired by children and the plans for learning opportunities through which such knowledge and skills will be achieved

⁶– See http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf for more information

<p>PH 3. Program provides children with learning and practice opportunities related to good health and personal hygiene.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of program schedule <input type="checkbox"/> Weekly or daily lesson plans
<p>PH 4. Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of CACFP participation <p>OR if not in CACFP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy, menus or menu logs AND Statement of how menus or meal/snack log meet the equivalent meal patterns

DRAFT

Family Engagement

Research Rationale: *There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.*

Communication	Documentation
C1. Program communicates, at least quarterly, with parents and/or families about child's/youth's experiences, including achievements as well as challenges.	<input type="checkbox"/> Copies of 3 sample completed forms (print or electronic) used for communication and evidence of use (e.g., referenced in job descriptions or in parent handbook). <input type="checkbox"/> Copy of notes or notebook (with identifying information removed)
C 2. Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, other procedures, applicable regulations, and parent involvement opportunities.	<input type="checkbox"/> Family handbook <input type="checkbox"/> Handouts <input type="checkbox"/> Website posting(s)
C 3. Program periodically communicates in writing with families about program and youth activities and other pertinent program information.	<input type="checkbox"/> 3 copies of evidence (acceptable documentation include newsletters, e-newsletters, e-mails, website postings)
C 4. Program offers parent/guardian-staff conferences at least once annually and as requested by families.	<input type="checkbox"/> Invitation <input type="checkbox"/> Calendar showing schedule of teachers' conferences. <input type="checkbox"/> Newsletter showing conference announcements
C 5. Program communicates with families in writing about lead staff members' educational qualifications and professional experience.	<input type="checkbox"/> Handbook <input type="checkbox"/> Photograph of bulletin board <input type="checkbox"/> Staff member profiles <input type="checkbox"/> Website
C 6. Program communicates with families about program activities in a group setting.	<input type="checkbox"/> Invitation to program orientation <input type="checkbox"/> Evidence of open house or meeting
C 7. Program provides written information about family resources and supports, such as information on youth development, health and other community services.	<input type="checkbox"/> Photograph of resource area <input type="checkbox"/> Resource area reference in program materials <input type="checkbox"/> Resource handbook <input type="checkbox"/> Resource lists
Youth Involvement & Family Support	Documentation
IFS 1. Program offers family social gatherings.	<input type="checkbox"/> Copy of agenda, announcement, invitation list, etc. <input type="checkbox"/> Handbook

IFS 2. Program offers workshops, training or other events for families on educational topics.	<input type="checkbox"/> Announcement/Invitation <input type="checkbox"/> Notes from family meetings <input type="checkbox"/> Handbook
IFS 3. Program offers volunteer opportunities for families including opportunities to share talents and expertise with staff and youth.	<input type="checkbox"/> Copy of agenda, announcement, invitation list, etc. <input type="checkbox"/> Handbook
IFS 4. The program has documented policies and procedures in place to ensure children feel safe, engaged, and have opportunities to develop and share their interests and expertise through activity choice and/or through meaningful interactions with program staff.	<input type="checkbox"/> Policies and procedures
IFS 5. Families and/or youth participants complete a survey, at least annually, and results are used for program improvement.	<input type="checkbox"/> Copies of completed program evaluation or surveys <input type="checkbox"/> Self-assessment report <input type="checkbox"/> Program improvement planning documents.
IFS 6. Program conducts self-assessment using a tool on family responsive practices, such as the Center for the Study of Social Policy’s Family Strengthening Self-Assessment tool, and results are used for program improvement. ⁷	<input type="checkbox"/> Copies of completed self-assessment <input type="checkbox"/> Self-assessment report <input type="checkbox"/> Program improvement planning documents.
IFS 7. Program uses a self-assessment tool to measure and improve cultural competence. ⁸	<input type="checkbox"/> Copies of completed self-assessment <input type="checkbox"/> Self-assessment report <input type="checkbox"/> Program improvement planning documents.
Program enrolls youth whose home language is not English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 11	
IFS 8. Program staff greet youth in the home languages of the youth	<input type="checkbox"/> Copies of policies
IFS 9. Program staff is trained to address the needs of English language learners.	<input type="checkbox"/> Training as indicated by Aspire

⁷ The print version of this tool is available at <http://www.strengtheningfamilies.net/> The online tool is at http://strengtheningfamilies.net/self_assessment/

⁸ This tool is available at <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>

The home language of 50% or more of the youth is a specific language other than English: <input type="checkbox"/> Yes, continue <input type="checkbox"/> No, go to IFS 11	
IFS 10. When 50% of enrolled children are speakers of a particular language other than English, program employs at least one staff member who speaks that language.	<input type="checkbox"/> Resumes of staff showing language fluency. <input type="checkbox"/> Attestation statement from the staff person(s) <input type="checkbox"/> Transcripts
Program enrolls youth with functional differences <input type="checkbox"/> Yes, continue, <input type="checkbox"/> No, go to Transitions	
IFS 11. Program can document how it supports the needs of children with functional differences.	<input type="checkbox"/> Evidence of support(s)
IFS 12. Appropriate program staff is trained to address the needs of functional differences.	<input type="checkbox"/> Training as indicated by Aspire
Transition	Documentation
T 1. Program has a written policy for transitioning children into the program.	<input type="checkbox"/> Copies of policies
T 2. Program has a written policy for transitioning children out of the program.	<input type="checkbox"/> Copies of policies
T 3. The program has systems in place that check participants in and out each day, track attendance, guides participants to proper activities, and generally employs effective arrival and dismissal procedures (inclusive of ensuring for safe travel home).	<input type="checkbox"/> Documented protocol for arrival and dismissal procedures. <input type="checkbox"/> Attendance forms

Qualifications and Experience⁹

Research Rationale: *There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience.*

Note: A One Star program meets the NYS or NYC regulations for administrator and staff qualifications and ongoing training. To advance, a program can earn points in both the administrator and the teaching staff categories. Points are earned for the highest degree completed AND for each of several credentials AND for experience. Teaching staff points are weighted by percent of time worked and averaged (to account for programs with different numbers of staff).

Administrator Qualifications ¹⁰ (Program Director)	Documentation
AQ 1. Associate degree	<input type="checkbox"/> Training as indicated by Aspire
AQ 2. Bachelors degree	<input type="checkbox"/> Training as indicated by Aspire
AQ 3. Masters degree	<input type="checkbox"/> Training as indicated by Aspire
AQ 4. 3 to 5 college credits (4.5 Continuing Education Units (CEUs)) in management, supervision, leadership, and/or administration. OR	<input type="checkbox"/> Training as indicated by Aspire
AQ 5. 6 to 8 college credits in management, supervision, leadership, and/or administration. OR	<input type="checkbox"/> Training as indicated by Aspire
AQ 6. 9 or more college credits (13.5 CEUs) in management, supervision, leadership, and/or administration.	<input type="checkbox"/> Training as indicated by Aspire

⁹ NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience.

¹⁰ *Degree* means from regionally accredited institutions of higher education that may have been earned through online course work, distance learning, degree completion programs or some combination that offer credit as part of a formal assessment of prior learning.

Credits in management, supervision, leadership, and/or administration means in school administration, business management, communication, technology, personnel supervision, early childhood management or administration, or some combination of these areas.

Credits in ECE/CD means specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.

AQ 7. Children’s Program Administrator Credential (CPAC) ¹¹	<input type="checkbox"/> Training as indicated by Aspire
AQ 8. School-Age Child Care Credential	<input type="checkbox"/> Training as indicated by Aspire
AQ 9. NYS Teacher Certificate.	<input type="checkbox"/> Training as indicated by Aspire
AQ 10. NYS School Administrator certificate ¹²	<input type="checkbox"/> Training as indicated by Aspire
Administrator Experience	Documentation
AE 1. At least 3 years experience in supervision or management in a child care setting. ¹³	<input type="checkbox"/> Training as indicated by Aspire
Site Coordinator Qualifications	Documentation
SCQ 1. First Aid/CPR training	<input type="checkbox"/> Training as indicated by Aspire
SCQ 2. 18 college credits in child development, elementary education, physical education, or recreation. OR	<input type="checkbox"/> Training as indicated by Aspire
SCQ 3: Associate’s degree in child development, elementary education, physical education, recreation or a related field including at least 24 credits in the aforementioned fields. OR	<input type="checkbox"/> Training as indicated by Aspire
SCQ 4: Bachelor’s degree in child development, elementary education, physical education, recreation or related field including 24 credits in the aforementioned fields. OR	<input type="checkbox"/> Training as indicated by Aspire
SCQ 5: Master’s degree or higher in child development, elementary education, physical education, recreation or a related field including at least 24 credits in the aforementioned fields.	<input type="checkbox"/> Training as indicated by Aspire

¹¹ The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

¹² *School administrator certificates* include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

¹³ Child care setting includes school age, early care, and/or out-of-school time program. ages .

SCQ6: Children’s Program Administrator Credential (CPAC) ¹⁴	<input type="checkbox"/> Training as indicated by Aspire
SCQ 7: School-Age Care Credential	<input type="checkbox"/> Training as indicated by Aspire
SCQ 8: NYS Teacher Certificate	<input type="checkbox"/> Training as indicated by Aspire
SCQ 9: NYS School Administrator certificate ¹⁵	<input type="checkbox"/> Training as indicated by Aspire
Site Coordinator Experience	Documentation
SC 1. At least 3 years experience in supervision or management in an out-of-school time setting.	<input type="checkbox"/> Training as indicated by Aspire
Program Staff Qualifications (Head of Group)	Documentation
PSQ 1. High school diploma or equivalent.	<input type="checkbox"/> Training as indicated by Aspire
PSQ 2. 3 to 5 college credits in child or youth development, elementary education, physical education, or recreation. OR	<input type="checkbox"/> Training as indicated by Aspire
PSQ 3. 6 to 8 college credits in child or youth development, elementary education, physical education, or recreation. OR	<input type="checkbox"/> Training as indicated by Aspire
PSQ 4. 9 or more college credits in child or youth development, elementary education, physical education, or recreation.	<input type="checkbox"/> Training as indicated by Aspire
PSQ 5. 18 college credits in child development, elementary education, physical education, or recreation.	<input type="checkbox"/> Training as indicated by Aspire
PSQ 6. Associate degree in child development, elementary education, physical education, or recreation, or any Associate degree including at least 24 credits in the aforementioned fields.	<input type="checkbox"/> Training as indicated by Aspire

¹⁴ The CPAC credential requires the applicant to hold at least an associate's degree (or sixty credits) in early childhood or a related field, complete 18 college credits of specific coursework, and prepare a professional portfolio demonstrating competency in five content areas. The credential can be earned at three levels based on the level of degree the applicant holds: associate, bachelor or masters. Thus points can be earned for both the CPAC and the degree.

¹⁵ *School administrator certificates* include the current School Building Leader (SBL), School District Leader (SDL), School District Business Leader (SDBL) or the former School Administration and Supervision (SAS).

PSQ 7. Bachelors degree in child development, elementary education, physical education, or recreation, or any Bachelors degree including at least 24 credits in the aforementioned fields.	<input type="checkbox"/> Training as indicated by Aspire
PSQ 8. Masters degree or higher in child development, elementary education, physical education, or recreation, or any Masters degree or higher including at least 24 credits in the aforementioned fields.	<input type="checkbox"/> Training as indicated by Aspire
PSQ 9. School-Age Child Care Credential	<input type="checkbox"/> Training as indicated by Aspire
PSQ 10. NYS Teacher Certificate ¹⁶	<input type="checkbox"/> Training as indicated by Aspire
Program Staff Experience	Documentation
PSE 1. At least 3 years experience working in a school-age child care program.	<input type="checkbox"/> Training as indicated by Aspire
Retention	Documentation
R 1. The overall retention rate for program staff ¹⁷ is 80% or above from the year prior to the current year.	<input type="checkbox"/> Calculated annual retention rates.

¹⁶ Other teaching certificates such as teacher credentials from countries other than the U.S. will be evaluated on a case-by-case basis. Complete transcripts and copies of credentials should be submitted.

¹⁷ *Program staff* means all classroom staff including aides and assistants. *Retention rate* is the percent of current teaching staff in a given position title (e.g., teacher or assistant teacher), who were employed one year ago.

Management and Leadership¹⁸

Research Rationale: There is some evidence that the implementation of program policies and procedures is related to other measures of quality and child development outcomes.

Administrative Self-Assessment	Documentation
ASA 1. Program conducts a management and administration self-assessment using a tool, such as the NYSAN QSA Tool. ¹⁹	<input type="checkbox"/> Evidence of self-assessment and action plan.
ASA 2. Program demonstrates progress on a plan aligned to the self-assessment.	<input type="checkbox"/> Action plan indicating at least 3 areas of improvement and progress in those areas
ASA 3. Program is actively engaged in self-study for AfterSchool Works! New York Accreditation or Council on Accreditation After School Accreditation.	<input type="checkbox"/> Marked up self-study materials; progress reports.
Financial Accountability and Sustainability	Documentation
FAS 1. Payroll and payroll taxes are paid on time.	<input type="checkbox"/> Receipts or other evidence of payments spanning at least 6 months
FAS 2. Liability insurance is current to date.	<input type="checkbox"/> Insurance certificate <input type="checkbox"/> Proof of payment
FAS 3. State and federal taxes are paid or IRS Form 990 is filed on time.	<input type="checkbox"/> Tax documents <input type="checkbox"/> IRS Form 990 from previous 5 years or for all years of operation if operating less than 5 years
FAS 4. Program has a current-year operating budget showing revenues and expenses.	<input type="checkbox"/> Copy of budget
FAS 5. A system exists to generate at least quarterly income and expense statements, comparing actual revenues and expenses to budget.	<input type="checkbox"/> Copies of quarterly financial reports <input type="checkbox"/> Affidavit by on-site administrator and/or board members
FAS 7. Program has written fiscal policies and procedures that detail the management of funds and payroll.	<input type="checkbox"/> Copy of fiscal policies and procedures;

¹⁸ NOTE: For multi-site organizations and for multiple school programs in a single school district, some of these criteria may be met overall by reference to sections of a union contract or the organizational personnel policies.

¹⁹ The relevant sections of the NYSAN QSA Tool required for this standard include Administration/Organization, Staffing/Professional Development, Program Growth/Sustainability, and Measuring Outcomes/Evaluation.

FAS 8. There is an independent review ²⁰ of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	<input type="checkbox"/> Evidence of financial review
FAS 9. Program has established procedures to market and fill open participant slots to meet required enrollment and/or capacity/. Program uses several external communication tools such as brochures and advertising. Communication is in languages that are dominant in the community. Records are kept of prospective parent contacts and the follow-up action taken.	<input type="checkbox"/> Copy of marketing procedures <input type="checkbox"/> Copies of waiting list <input type="checkbox"/> Telephone logs <input type="checkbox"/> Sample emails <input type="checkbox"/> Materials
Policies and Procedures	Documentation
PP 1. Program has written job descriptions for all positions.	<input type="checkbox"/> Copies of job descriptions (one per role)
PP 2. Employees are given access to an employee handbook when hired.	<input type="checkbox"/> Employee handbook with signed employee receipts (at least one per job description) <input type="checkbox"/> Hiring procedures
PP 3. New employee orientation includes receiving job description and regulations applicable to the program. <ul style="list-style-type: none"> • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula 	<input type="checkbox"/> Copy of staff orientation agenda <input type="checkbox"/> Description of orientation process
PP 4. Program has a written employee confidentiality policy.	<input type="checkbox"/> Copy of confidentiality policy
PP 5. Program staff participates in at least 4 staff meetings during operational months.	<input type="checkbox"/> Staff meeting attendance lists <input type="checkbox"/> Program calendar indicating staff meetings <input type="checkbox"/> Meeting notes from at least <input type="checkbox"/> Meeting agendas

²⁰ Independent review means that the reviewer is not an employee of the organization. A board member or parent can conduct an independent review.

PP 6. Written notes are taken at each staff meeting and then shared with staff.	<input type="checkbox"/> Copies of meeting notes from at least 2 meetings within previous 12 months AND at least one evidence below: <input type="checkbox"/> Email or memo referencing notes <input type="checkbox"/> picture of bulletin board with meeting notes displayed
PP 7. Program philosophy and employment policy demonstrate commitment to a diverse staff that reflects its community.	<input type="checkbox"/> Copy of philosophy statement <input type="checkbox"/> Copy of recruitment strategy AND the following: <input type="checkbox"/> Statement about how staff reflect the community
PP 8. All employees have formal, written performance assessments annually.	<input type="checkbox"/> Documentation of written performance assessments (one per staff position)
PP 9. All full-time staff members have individual professional development plans that align with the National Afterschool Association core competencies, New York State School Age Care Credential competencies, and/or NYC Department of Youth and Community Development core competency areas, as appropriate.	<input type="checkbox"/> Copies of professional development plans (one per frontline position)
PP 10. Performance assessment for full-time staff informs their individual professional development plans.	<input type="checkbox"/> Professional development plans with goal statements highlighted and showing link to performance assessments <input type="checkbox"/> Performance assessments One example from at least three staff levels i.e. assistant teacher, lead teacher, director
PP 11. Professional development plans for full-time staff include indicators for evidence of progress.	<input type="checkbox"/> Plan (at least one per role) <input type="checkbox"/> Course certificates <input type="checkbox"/> Transcripts <input type="checkbox"/> Supervision meeting minutes or notes
Staff Compensation and Benefits	Documentation
SCB 1. Program has an up-to-date written wage scale that is shared with staff and is based on role, education, training, performance and/or years of relevant experience.	<input type="checkbox"/> Copy of wage scale

<p>SCB 2. Program offers full-time staff a compensation package with benefit options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> paid holidays; <input type="checkbox"/> paid time off (sick, vacation, personal); <input type="checkbox"/> health insurance; <input type="checkbox"/> family and medical leave (beyond legal requirements); <input type="checkbox"/> flexible scheduling; <input type="checkbox"/> retirement; <input type="checkbox"/> life insurance; <input type="checkbox"/> flexible spending account; <input type="checkbox"/> dependent care assistance plan; <input type="checkbox"/> tuition discounts for employee's children; <input type="checkbox"/> tuition reimbursement for education <input type="checkbox"/> employee assistance program <input type="checkbox"/> dental insurance 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of employee handbook detailing benefits.
<p>SCB 3. Program offers part-time staff a pro-rated compensation package that includes at a minimum paid time off and health insurance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of compensation package <input type="checkbox"/> Employee handbook/policy
<p>Staff Planning</p>	<p>Documentation</p>
<p>SP 1. Program has a written staffing plan to cover planned and unplanned absences.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of staffing plan <input type="checkbox"/> Reference in employee handbook
<p>SP 2. Program provides site coordinators with at least 1 hour of paid planning and/or preparation time per week (away from children).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of staffing plan <input type="checkbox"/> Reference in employee handbook
<p>SP 3. Staff has access to computers and the Internet during planning time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff handbook <input type="checkbox"/> Bill to ISP <input type="checkbox"/> Copy of staff e-mails or Internet research sites <input type="checkbox"/> Photo of computers
<p>SP 4. Program provides at least 1 hour every other week of paid planning time for staff to plan together (away from children) (e.g., team planning).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of staffing plan <input type="checkbox"/> Copy of staff e-mails or <input type="checkbox"/> Staff attestation statement