



After School Program Standards: COA Program Observation Worksheet

This worksheet will help you evaluate implementation of standards that are “observable” in nature. Endorsers will use it when assessing standards implementation during a site visit. Programs may use it when evaluating their own implementation of the standards (e.g., during their self-study). This worksheet includes *only* those standards that can, at least in part, be evaluated through observation. Many standards, especially the ASP-AM and ASP-HR standards, cannot be “observed” and are therefore not included here. Implementation of those standards will be assessed in other ways (e.g., document review and interviews). The evidence needed to evaluate those standards is described in the Tables of Evidence located at the end of each standards section. For a list of standards *not* included in this worksheet, please see the Supplement at the end of this document.

Please note: Even the standards included in this worksheet are not to be evaluated through observation alone. In contrast, an *overall* standards rating will be determined based on a combination of observations, interviews, and document review. Accordingly, this worksheet should be used in conjunction with the Tables of Evidence, and the observations recorded should be considered alongside the other evidence requested in the Tables when assigning an overall rating to a standard. For example, when determining implementation of standards about family involvement (ASP-PS 10), Endorsers would assign *overall* ratings based on a combination of: (1) the interactions they observe at the program, (2) the Family Handbook, (3) policies and/or procedures regarding family involvement, and (4) documentation included in the files of children and youth.

Instructions for using the COA Program Observation Worksheet:

1. Read through the entire worksheet prior to beginning the observation, to ensure that you are well prepared.
2. Conduct the observation on a day when children and youth will be engaged in routine activities, rather than when a special event is planned. Allow enough time to see the whole range of daily activities, including arrival, departure, indoor and outdoor activities, snack, and transitions.
3. The examples included in the “Observational Evidence” column are illustrations of the *types* of things to look for – you would not necessarily find all of those examples at one program. Programs may also be meeting the standard in other ways not included in the list of examples.
4. Use the “Comments” section to make notes of what you observe. For example, you might describe body language or words people used.
5. Select an “Observational Rating” for each of the standards listed in the worksheet, according to the following scale:
1 = Full Implementation/Outstanding Performance 3 = Partial Implementation/Concerning Performance
2 = Substantial Implementation/Strong Performance 4 = Unsatisfactory Implementation and Performance
6. If you don’t see enough to make an observational rating, ask questions and use your judgment. In these cases it will be *especially* important to consider the other evidence requested in the Table of Evidence when assigning an overall rating to the standard.
7. When you are done conducting the observation, you will assign an overall rating to each standard by considering the observations and ratings recorded in this worksheet alongside the other evidence requested in the Tables of Evidence.



Observer's Name: _____

Date: _____

Time Observed: _____ to _____

ASP-PS 3.01

Personnel are actively engaged with children and youth, and relate to them in positive ways by:

- a. helping them feel welcome and comfortable;
- b. treating them with respect;
- c. listening to what they say; and
- d. responding to them with acceptance and appreciation.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel talk and interact with children and youth; • Personnel show interest in what children and youth say and do; • Personnel participate in many activities with children and youth; • Personnel show that they enjoy children and youth; • Personnel sit with children and youth when snacks are served; • Personnel seem cheerful rather than bored, tired, or distant; • Personnel spend little time on tasks that do not involve children and youth; • Personnel project a tone of welcome in their voices and gestures; • Personnel acknowledge children and youth when they arrive and depart; • Personnel respond appropriately when children and youth show affection; • Personnel stay calm in all situations; • Personnel do not belittle children and youth; • Personnel take children's and youths' comments seriously; • Personnel do not intrude on or interrupt children and youth; • Personnel use supportive language; • Personnel are kind and fair to all children and youth; • Personnel include all interested children and youth in activities and events, regardless of their skill level; 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



- Personnel do not separate children and youth by gender; and
- Personnel do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual orientation, etc.

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 3.02

Personnel recognize and respond appropriately to the individual needs, interests, and abilities of children and youth.

Interpretation: Personnel should recognize the range of children’s abilities, know that each child has special interests and talents, respond to the range of children’s feelings and temperments, and relate to a child’s culture and language.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel vary their responses to match the ages and abilities of children and youth; • Personnel help children and youth become focused and engaged; • Personnel help children and youth pursue their interests and improve their skills; • Personnel substitute equipment as needed (e.g., when children and youth have poor motor skills, personnel provide a large beach ball instead of a volleyball for outdoor games); • Personnel are able to spend time with individual children and youth; • Personnel bring in materials related to the interests of children and youth (e.g., pets, music, sports, computers, chess, etc.); • Personnel are eager to hear about events in the lives of children and youth; • Personnel try to understand the different ways children express their feelings (e.g., different cultural styles to show respect for authority or express hurt, anger, or warmth); • Personnel try to assess children’s feelings before attempting to solve a problem; • Personnel find suitable ways to include all children and youth; • Personnel accept a child’s or youth’s desire to be alone; • Personnel remain calm and patient with an angry child or youth; • Personnel comfort children and youth who appear hurt, upset, or disappointed; • Personnel provide resources that show different cultural perspectives; • Personnel help children and youth use books and music in different languages; 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<ul style="list-style-type: none">• Children and youth have an opportunity to speak their home language with peers and personnel, to the extent possible;• Guests from various cultural traditions are invited to speak at the program, share their experiences, and serve as coaches, mentors, and friends;• Personnel help children and youth move beyond gender stereotypes in their choices;• Personnel use pictures and visual aids to reach out to non-readers and speakers of other languages;• Personnel modify activities as needed so that all children and youth can participate;• Personnel listen carefully to all children and youth;• Personnel speak to children and youth on a level they seem to understand;• Personnel take extra time with children and youth who speak another language at home or have difficulty listening or speaking;• Personnel try to find effective ways to communicate with all children and youth;• Personnel recognize non-verbal as well as verbal responses; and• Personnel sometimes use non-verbal signals to help children and youth understand.		
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1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 3.03

Personnel promote autonomy and learning by:

- a. asking questions that encourage children and youth to think for themselves;
- b. sharing skills and resources that help children and youth solve problems;
- c. varying the approaches they use to help children and youth learn; and
- d. engaging children and youth in conversations.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel pursue children’s and youths’ ideas; • Personnel start discussions by asking open-ended questions; • Personnel encourage children and youth to use journal writing, art projects, and group discussions as ways to express their ideas; • Personnel listen carefully to children and youth and take time to think about their questions; • Personnel show children and youth how and where to find answers to questions; • Personnel show children and youth how complex skills can be broken into smaller steps; • Personnel encourage children and youth to practice basic life skills; • When children and youth face problems they cannot solve by themselves, personnel offer suggestions; • Personnel show children and youth new tasks or activities by showing the steps as well as telling about them; • Personnel write down instructions for activities so that children and youth can remember what to do; • Personnel pay attention to culture and gender variations in learning styles; and • Personnel encourage children and youth to try new activities. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 3.04

Personnel encourage children and youth to make choices and become more responsible by:

- a. offering assistance in a way that supports initiative;
- b. assisting without taking control;
- c. encouraging children and youth to take leadership roles;
- d. giving children and youth frequent opportunities to choose what they will do, how they will do it, and with whom; and
- e. assisting children and youth in making informed and responsible choices.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel help children and youth find ways to pursue their own interests; • Personnel say “yes” to reasonable requests and ideas for activities; • Personnel help children and youth plan projects and gather resources; • Personnel give clear directions so that children and youth can proceed independently; • Personnel encourage children and youth to proceed on their own; • Children and youth have frequent opportunities to choose their companions; • Children and youth help prepare and/or serve their own food; • Children and youth set up activities and/or clean up afterwards; • Personnel remind children and youth to think about how their actions may affect others in the program; • Personnel ask questions that guide children and youth to make good decisions; and • Personnel help children and youth understand the impact the impact of their decisions on others. 		<p style="text-align: center;">1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 4.01

Program rules and behavioral expectations:

- a. set clear and appropriate limits;
- b. are developed with children and youth enrolled in the program; and
- c. are conveyed and enforced in a fair, consistent manner.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Time is set aside to discuss rules; • Personnel, children, and youth work together to define rules that make sense to all; • Personnel set realistic limits (e.g., personnel should not expect children and youth to be quiet most of the time); • Personnel expect all children and youth to abide by the same rules; • Personnel take steps to ensure that children and youth understand the limits that are set; and • Personnel set limits to prevent children and youth from hurting each other verbally or physically. 		<p>1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 4.02

Personnel support positive behavior by:

- a. developing positive relationships with children and youth;
- b. helping children and youth develop and practice appropriate social skills;
- c. building on strengths and reinforcing positive behaviors such as sharing, cooperating, caring for materials, and joining in activities;
- d. encouraging children and youth to resolve their own conflicts, when possible and appropriate;
- e. responding consistently to issues; and
- f. modeling appropriate behavior by interacting with other personnel in a positive, respectful manner.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel often show appreciation and encouragement; • Personnel avoid using insincere praise and threats to control behavior; • Personnel teach children and youth how to communicate and cooperate; • Personnel celebrate the efforts and progress of children and youth; • Personnel use negotiation, reasoning, and redirection to help children and youth find alternatives; • Personnel do not impose their solutions on children and youth; • Personnel rarely lecture children and youth; • Personnel help children and youth express their feelings; • Personnel help children and youth understand how their behavior affects others; • Personnel teach children and youth specific skills they can use to work through conflicts (e.g., circle time, peace table, or conflict resolution skills); • If problems occur children and youth are encouraged to discuss their differences and work out a solution, when possible and appropriate (i.e., if there is not a power imbalance between the involved children and youth); and • Personnel handle conflicts in a way that reduces fear and disruption. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 4.03

Children and youth generally interact in positive ways, and:

- a. appear relaxed and involved with each other;
- b. show respect for each other; and
- c. cooperate and work well together.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Children and youth show sympathy for each other; • Children and youth willingly share materials and space; • Children and youth suggest activities, negotiate roles, and jointly work out the rules; • Children and youth include those with developmental, physical, or language differences in activities; • Children and youth help each other; • There is a strong sense of community; • Children and youth listen to each other’s point of view and try to compromise; • Children and youth know how to solve problems, and their solutions are usually reasonable and fair; • Children and youth do not try to solve disagreements by bullying or acting aggressively; and • Teasing, belittling, or picking on particular children and youth is uncommon. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 4.04

Personnel strive to eliminate negative or unsafe peer interactions such as teasing, bullying, harassment, and relational aggression.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none">• If children and youth tease, scapegoat, threaten, or exclude others, personnel step in; and• When personnel hear insults or slang words used with a negative connotation they immediately step in to stop the behavior, and follow-up with children and youth to make sure they are okay.		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 5.01

The daily schedule:

- a. is flexible;
- b. provides stability without being rigid;
- c. allows children and youth to meet their physical needs (e.g., water, food, restroom) in a relaxed way;
- d. allows children and youth to move smoothly from one activity to another, usually at their own pace; and
- e. facilitates smooth transitions when it is necessary for children and youth to move as a group.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • The program publishes a written schedule of program activities and events; • Children and youth seem to know the daily routine and to follow it without many reminders; • Large-group outdoor time is extended or shortened, depending on the weather and the interest of children and youth; • Children and youth can get drinks and go to the bathroom without waiting for the whole group; • Children and youth can have a snack as an activity choice instead of eating together as a large group (depending on the type of snack and the food storage facilities available); • When children and youth arrive at the program, they are given time to adjust; • Children and youth need not wait a long time for an activity to start; • Children and youth are not rushed to finish an activity; • Children and youth rarely move in a large group or in a line; • Personnel clearly explain how transitions will happen; • There is appropriate supervision during transitions to ensure that they will occur safely; • When children and youth are required to move as a group, there is a clear reason for doing so; and • Children and youth are not forced to wait for a long time in silence. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 5.02

Children and youth have opportunities to participate in a wide variety of engaging and challenging activities.

Interpretation: Different types of activities will be offered depending on the goals of the program and the ages and preferences of program participants, as referenced in ASP-PS 1.02 and 5.03. Examples of relevant activities may include, but are not limited to: academic activities and enrichment; sports and physical fitness activities; health and wellness activities; creative arts activities, such as drama, dance, music, or arts and crafts; service learning and citizenship activities; life skills activities; career development activities; games and recreational activities; and social activities. Although it is important that activities be well-planned, the program schedule can also allow time for unstructured play and socialization.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Children and youth have time indoors and/or outdoors for physical activity; • The program offers arts and crafts activities; • Children and youth have opportunities to write plays and participate in dramatic play or performance arts activities; • The program offers opportunities to participate in music activities; • Children and youth can choose to sit and talk or play games with friends or personnel; • Children and youth can choose to play quiet board games; • Children and youth can choose to help on a cooking project; • Children and youth may decide to do homework or study alone; • Children and youth can choose to just sit back and daydream; • Children and youth can work together on science projects; • Children and youth can study the plants and animals that live in or around the building; • Children and youth can take walks in the neighborhood or visit local spots for exploring nature (e.g., creeks, ponds, beaches, and forests); • Children and youth have opportunities to use computers; • Children and youth can create a newspaper; and • Personnel help children and youth with their homework. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 5.03

Activities reflect, support, and are suited to:

- a. the mission and philosophy of the program;
- b. the styles, abilities, and interests of children and youth in the program;
- c. the age range of children and youth in the program;
- d. the languages and cultures of the children and youth in the program.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Children and youth are permitted to work at their own pace; • Activities allow children and youth to work alone, in pairs, or in large and small groups; • Quiet activities, such as storytelling, are adapted to include children and youth who are more active; • Personnel adapt projects to suit different age and interest levels; • Projects for younger children can usually be completed within a week; • Projects for older children and youth may last as long as eight to ten weeks; • Physical games and sports offer varying levels of challenge to suit the players; • Personnel encourage expert children and youth to help beginners learn a new skill; • Games from different cultures are played inside and outside; • Folk tales and traditions from diverse groups provide the basis for plays, musical performances, art displays, and crafts projects; • Personnel design and plan activities that reflect the mission and philosophy of the program; • Personnel regularly choose materials that reflect the language, music, stories, games, and crafts from various cultural traditions; • Personnel invite children, youth, and families to share recipes, songs, stories, and photos that represent their culture and experiences; and • Multicultural activities occur throughout the year, rather than only holidays. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>ASP-PS 5.04 Children and youth have:</p> <ol style="list-style-type: none"> a. opportunities to choose among program activities; and b. the right to opt out of any program activity or field trip. 		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Different activities occur simultaneously, and children and youth can choose which activities to join; • If a child or youth is not interested in an activity, he or she can choose to sit out instead of participating; • When field trips are planned, some children and youth may choose to stay at the program, if staffing allows; and • When alternative programming will not be provided for children and youth who choose not to attend field trips, children, youth, and their families are informed ahead of time. 		1 2 3 4
<p>ASP-PS 5.05 Personnel work with children and youth to develop, plan, and implement activities that reflect their needs and interests.</p>		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel regularly involve children and youth in planning for daily activities, special events, and snacks; • Personnel informally assess the needs and interests of children and youth; and • Personnel ask children and youth to help select new materials, supplies, and equipment. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 5.06

Program materials are:

- a. in good condition;
- b. sufficient for the number of children and youth in the program;
- c. developmentally appropriate for the age range of the children and youth in the program; and
- d. appropriate to the activities offered.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Board games and puzzles are in sturdy containers and have all their pieces; • Balls are fully inflated; • There is a wide variety of books in good condition; • Children and youth rarely have to wait a long time to use materials, supplies, and equipment; • A system is in place to help children and youth share materials in high demand (e.g., computers, new games); • There are enough materials so that several activities can go on at the same time; • There are books for every reading ability; • There are simple and more complex puzzles and board games; • There are computer games for young children as well as older youth; • There are flexible materials that can be used in many ways (e.g., markers, stencils, paint, clay); • Many of the materials are adaptable for use by children and youth with differing abilities; • Special tools are available to children and youth who need help with fine motor skills (e.g., special scissors, thick pencils, and brushes); • The program has a wide variety of arts and crafts materials; • There are costumes, puppets, and props on hand for dramatic play and performance arts activities; • Children and youth have access to musical instruments and audio tapes or CDs; and • There are math games and materials to explore. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 6.01

The program setting is welcoming and engaging and helps children and youth feel physically and emotionally comfortable and supported.

Interpretation: The program’s indoor space should reflect the work and interests of children and youth and be sensitive to and supportive of all children and youth, regardless of their background, race, ethnicity, culture, language, religion, socioeconomic status, gender, disability, or sexual orientation.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Displays feature artwork created by children and youth and other pictures of interest to them; • Children and youth are free to personalize the space and redefine some areas for their purposes; • The décor portrays people from different ethnic and racial backgrounds engaged in a variety of roles; • Children and youth can use and relax on soft, comfortable furniture, such as couches, cushions, beanbag chairs, or rugs; • There are some spaces that suit children and youth who want to rest or be alone; • Visual displays show a variety of cultures and reflect the diversity in the community; and • Signs include the home languages of the children and youth in the program. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>ASP-PS 6.02 There is enough room in the indoor space for socializing and the activities the program offers.</p>		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Children and youth can work and play without crowding; • There is enough space so that indoor activities do not interfere with each other; • There is indoor space for active play during bad weather; • When indoor space is used for active play (e.g., dance, aerobics, or basketball) there are approximately 75 square feet per child or youth; • There are approximately 35 square feet per child or youth for quiet activities such as homework, reading, or holding club meetings; and • There are approximately 45 square feet per child or youth for small group and enrichment activities such as woodworking, arts and crafts, and science experiments. 		1 2 3 4
<p>ASP-PS 6.03 The indoor space is arranged well for the range of activities the program offers.</p>		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Materials are sorted and well organized; • Running water is conveniently located and accessible to children and youth of varying heights; and • Activities take place near the sink when they require water for clean-up. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>ASP-PS 6.04 The indoor space is arranged so that various activities can go on at the same time without much disruption.</p>		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> Active play does not disrupt quiet activities (e.g., loud music does not distract children and youth doing homework); and Pathways allow children and youth to move from one place to another without disturbing ongoing activities. 		1 2 3 4
<p>ASP-PS 6.05 In order to help children and youth take initiative and explore interests, the indoor space is arranged so that they can:</p> <ol style="list-style-type: none"> get materials out and put them away by themselves with ease; and move materials and equipment to suit their activities. 		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> Materials that see frequent use are accessible to participants; Materials and supplies are equally accessible to all children and youth; If supply cabinets are locked, they can be opened for use while children and youth are at the program; Children and youth can sit comfortably without being cramped; Children and youth can move furniture easily to make more room or to define an area; and Children and youth can choose tables and desks that are at the right height for their size and activity. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>ASP-PS 6.06 There is adequate and convenient storage space for equipment, materials, and personal possessions of children, youth and personnel.</p>		
<p>Examples of Observational Evidence</p>	<p>Comments</p>	<p>Observational Rating</p>
<ul style="list-style-type: none"> • There is a place for children and youth to store personal belongings; • Materials used frequently and works-in-progress are accessible to children, and there are other places to store bulk materials and things not currently in use; • Personnel rarely have to carry heavy equipment long distances or large amounts of materials for set-up and clean-up; • The amount or location of storage does not limit the activities personnel can offer; • Personnel have a place to store personal belongings; and • Programs in shared space have portable equipment on wheels. 		<p>1 2 3 4</p>
<p>ASP-PS 7.01 The outdoor space is suitable for a wide variety of activities.</p>		
<p>Examples of Observational Evidence</p>	<p>Comments</p>	<p>Observational Rating</p>
<ul style="list-style-type: none"> • There is an open area where children and youth can run, jump, and play; • There is a large field area, for structured sports activities such as kickball; • There is a hard surface for basketball, rollerblading, and bike riding; • There is a protected area for quiet play and socializing; and • If the program has a small outdoor space, the time children and youth spend outdoors is staggered so that they are not crowded during outdoor activities. 		<p>1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 7.02 Children and youth have frequent, regular opportunities to participate in outdoor activities while at the program.		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Children and youth have opportunities for unstructured outdoor recreation and play; • Children and youth have opportunities to go outdoors to participate in structured sports and other physical fitness activities; • Children and youth have a chance to be outdoors for at least 30 minutes out of every three hour block of time at the program; • When weather permits, children and youth can go outdoors often; • In some situations, all children and youth may go outdoors, and in other situations, outdoor time can be offered as an open-ended choice; and • An indoor space is available for large-motor activities when the weather is bad (e.g., extreme cold, heat, or smog alert). 		1 2 3 4
ASP-PS 7.03 Children and youth can easily access a variety of outdoor equipment and games.		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Storage areas are kept open so that children and youth may select equipment for their activities; and • Outdoor games and sports equipment are stored close to the activity space, or moved near the activity space during the time children and will be using it. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 7.04

Permanent playground equipment is suitable for the ages, sizes, and abilities of children and youth.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none">• Equipment offers various levels of challenge;• Older children have access to more challenging equipment; and• Younger children can reach most of the climbing structures.		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 8.01

The program meets the nutritional needs of children and youth by:

- a. making drinking water readily available at all times;
- b. serving healthful foods;
- c. offering amounts and types of food that are appropriate for the age and size of children and youth; and
- d. providing snacks and meals at appropriate times.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Water from sinks and fountains has been tested for quality and is safe for drinking; • Filtered water is available at sites where the water quality is poor; • Drinking water is carried along on off-site visits and field trips; • Personnel allow more time for children to drink water in hot weather; • Clean drinking water is available indoors and outdoors; • Foods high in fats, salts, and sugars are limited; • Personnel serve milk and fruit juice instead of soda and fruit drinks; • A balance of fruits, vegetables, grains, and proteins is served; • The program offers serving sizes appropriate for the ages and sizes of children and youth; • Personnel support children’s and youth’s need to self-regulate the amount they eat; • Most of the food put out at snack time gets eaten; • Options are provided for children and youth with special dietary concerns (e.g., allergies, vegetarian, diabetic, gluten-free, Kosher); • Snacks are available for children and youth when they arrive at the program; • Children and youth have enough time to eat without rushing; • The timing of snacks is flexible enough to meet the needs of individuals; • Children and youth are notified before snacks are put away; • Children and youth do not complain a lot about disliking the food; • Children and youth do not claim to be tired of having the same foods all the 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>time; and</p> <ul style="list-style-type: none">• Food from a range of cultures is served for snacks and meals, and the program is sensitive to the culture of children in the program when deciding what foods to serve.		
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ASP-PS 8.02

Personnel are responsive to the individual health needs of children and youth.

Interpretation: Relevant health needs to be aware of include, but are not limited to, dietary restrictions, allergies, and medication needs. Personnel should also take care to respect the confidentiality of the health needs of children and youth.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel are aware of the health needs of individual children and youth; and • Personnel respect confidentiality when addressing health needs. 		1 2 3 4

ASP-PS 8.03

The indoor and outdoor facilities are clean.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Floors, walls, and sinks are clean; • Someone makes sure that surfaces are washed and sanitized; • Food service areas are disinfected after each use; • Bad odors do not linger; • Bathrooms are cleaned daily; • Access to restrooms is restricted to prevent public use; • Toilets are not overflowing; and • Basements are not flooded. 		1 2 3 4

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ASP-PS 8.04 There are adequate supplies and facilities for hand washing, and personnel and children wash hands frequently, especially before preparing food or after using the toilet.		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Soap dispensers are filled regularly; • Towels are not shared; • Signs or pictures are posted at each sink to show proper hand washing techniques; and • Personnel, children, and youth wash hands frequently, with soap and water. 		1 2 3 4
ASP-PS 8.05 The temperature, ventilation, noise level, and light in the indoor space are comfortable.		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Air quality in and around the facility is acceptable; • Heating systems are functional; • Floor or table lamps are used when needed; • The temperature can be turned up or down; and • Rugs and ceiling tiles are used to help absorb noise. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 8.06

The program minimizes the risk of exposure to contagious and infectious disease by:

- a. adhering to CDC and OSHA guidelines;
- b. consulting with the local health department or an individual qualified to provide such information; and
- c. annually training program personnel on universal disease precautions.

Interpretation: In order to minimize the risk of contagion when children or youth become ill, personnel should separate the sick children and youth, and take proper health precautions when supervising them. Personnel should also notify the parents of sick children and youth.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • There is a designated area to care for ill children and youth; and • Staff follow the program’s written policies and/or procedures when they respond to children and youth who become ill. 		1 2 3 4

ASP-PS 8.07

The program develops and implements a policy to prohibit smoking in all areas except in specified circumstances and in locations environmentally separate from service areas.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • A no-smoking policy is enforced at all times, and applies to both indoor and outdoor spaces, as well as field trips; • The personnel and family handbooks clearly state the no-smoking policy; • No-smoking signs are posted; and • Personnel’s cigarettes are never visible to children and youth. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 9.01

There are no observable safety hazards in the indoor program space.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Electrical cords, heating pipes, and sharp-edged objects are covered and secured; • All stairs and climbing structures have railings; • The floor is free of dangerous clutter and spills; • The area is free of glass and other unsafe litter; • Windows are secured; • Floor coverings are secured (i.e., there are no loose rugs); • There are no walk-in freezers or refrigerators that do not open from the inside; • Water temperatures are appropriate, not harmful; • There are no unscreened areas or unmarked glass doors; • Entrances and exits are unobstructed and well-lit; • Children and youth do not have unsupervised access to poisons or cleaning agents such as bleach; • Toxic substances are kept in a locked cabinet, out of the reach of children; • Electrical appliances and other objects (e.g., hair dryers, space heaters, radios, toys) are used safely; • Cleaning supplies and other hazardous materials are stored properly; • Dividers, shelves, and cubbies are secured so that they cannot tip over; and • Tables are stored in a safe manner so they will not fall on anyone. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 9.02

There are no observable safety hazards in the outdoor space, and equipment for active play is safe.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • The outdoor space is protected from traffic by fences or by other means; • Program entrance and exit areas are sheltered from traffic; • Fencing is provided when needed to ensure safety; • Large equipment is bolted down; • Equipment is free of rust, splinters, and loose nails or screws; • Swings are placed out of the way of passing children and youth; • All playground equipment is on a resilient surface (e.g., fine loose sand, wood chips, wood mulch about nine inches deep, or rubber mats); • In summer there is shady outdoor space and access to water; • Sidewalks are free of ice, snow, and slippery mud; and • There is a supply of extra coats, gloves, and boots for winter. 		<p>1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 9.03

The program develops an emergency response plan that addresses:

- a. training personnel on how to respond in case of emergency;
- b. training children and youth on how to respond in case of emergency;
- c. coordination with emergency responders;
- d. coordination and communication with the families of children and youth;
- e. coordination with appropriate local, state, and federal governmental authorities;
- f. evacuation of persons with mobility challenges and other special needs;
- g. accounting for the whereabouts of children, youth, and personnel; and
- h. maintaining a readily accessible telephone for incoming and outgoing calls.

Interpretation: Emergency situations include, but are not limited to: accidents, serious illnesses, fires, medical emergencies, water emergencies, natural disasters such as earthquakes, tornadoes, or snowstorms, emergencies associated with outdoor activities, hostage situations, bomb threats, unlawful intrusions, physical assaults, and situations involving harm or violence or the threat of harm or violence.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Emergency procedures for exiting during a fire are posted; • Fire extinguishers are visible and accessible; • Personnel know how to use fire extinguishers; • Personnel, children, youth, and families know what to do in emergency situations; • Personnel are prepared to respond when strangers attempt to intrude or disrupt the program; • Written emergency numbers (e.g., for police, fire, ambulance, poison control) are posted near the phone; • Emergency information about children and youth is taken on field trips; and • Families are contacted immediately in case of emergency. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 9.05

Indoor and outdoor facilities and equipment are properly maintained through:

- a. regular inspections;
- b. preventive maintenance by a qualified professional;
- c. a monthly review of the heating, fire extinguishers, fire safety, lighting, and other systems;
- d. a review of vehicle safety inspections;
- e. installation of window guards, where necessary; and
- f. quick responses to emergency maintenance issues and potentially hazardous conditions.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel know whom to call for repairs on heating, plumbing, or telephone systems; • Personnel are routinely responsible for making sure the sidewalks are free of ice, snow, and slippery mud; • Personnel routinely test to be sure that large equipment is anchored and in good repair (e.g., free of rust, splinters, or loose nails and screws); • Personnel are alert to safety hazards (e.g., litter or glass, equipment that has become unbolted or rusted); • Personnel take action to correct safety hazards; • Someone is routinely responsible to check that entrances and exits are unobstructed and well-lit; and • Someone makes sure that surfaces are washed and sanitized. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 9.07

Protocols and controls governing the proper administration and storage of medication include:

- a. locked, supervised storage with access limited to authorized personnel;
- b. labeling with the name of the child or youth, medication name, dosage, and prescribing physician name;
- c. appropriate disposal of out-of-date or unused medication, or medication prescribed to former persons served;
- d. a record of who received medications, what medications were administered, and when and by whom medications were administered; and
- e. protocols for the administration of over-the-counter medications.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel follow protocols when administering medication; • Medication logs are maintained; • Children, youth, and unauthorized personnel do not have access to medication; • There are no out-of-date medications; and • Labels clearly indicate which child or youth a medication is for. 		1 2 3 4

ASP-PS 10.01

Family members are treated with respect, and helped to feel welcome and comfortable.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel and family members greet one another by name; • Personnel use friendly voices, expressions, and gestures; • Personnel and family members are relaxed and not abrupt with each other; • Personnel and family members show interest in each other's lives; • Respect is shown to all without bias; • Personnel communicate with families in a variety of ways; • Personnel recognize that some cultures like direct communication, while others prefer indirect; and • Personnel do not talk about confidential matters in front of children and youth or other adults. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 10.02

Personnel support families' involvement in the program by:

- a. offering orientation sessions for the families of new program participants;
- b. developing and distributing a handbook for families;
- c. keeping families informed about program activities and events;
- d. allowing family members to visit during operating hours; and
- e. encouraging families to give input and become appropriately involved with the program.

Interpretation: Appropriate family involvement may vary based upon the characteristics of program participants. For example, while programs serving younger children may encourage family members to participate in daily activities, it may be more appropriate for programs serving older youth to involve family members by seeking their collaboration on an ongoing basis and inviting them to recognition ceremonies or milestone events. Although family involvement may sometimes be difficult to achieve, at a minimum family members should have opportunities and be encouraged to become involved with the program.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel welcome families to the program whenever they visit; • When possible, personnel interact with visiting family members; • Personnel use newsletters and phone calls to remind family members that they are welcome to drop in; • Personnel set aside time to tell new families all about the program; • When a child or youth moves into a different part of the program (e.g., the summer program or a specialized program), personnel meet with families to discuss the change; • Each family gets a copy of written policies, including the program's hours of operation, fees, subsidies, illness policy, etc.; • Personnel send home notices and newsletters about program activities and events; • Personnel follow up written notices with phone calls or personal contact; • There is a bulletin board that displays information for families; • Personnel ask families to comment on the program via notes, surveys, and meetings; • Personnel urge families to share their skills, hobbies, or family traditions; 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<ul style="list-style-type: none">• Personnel invite family members to special events (e.g., plays, field trips, picnics);• Personnel respect different cultural styles and try a variety of ways to involve families; and• The program asks families what hours and days they need care for their children, and makes a reasonable effort to provide care when families need it.		
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1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 10.03

Personnel and family members share information to support the well-being of children and youth, and families are provided with information about resources and services that can help meet their needs, when appropriate.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Parents or guardians answer questions about a child’s or youth’s background and history; • Families keep personnel informed of any major changes at home or at school; • Personnel are happy to speak with parents or guardians about their children’s experiences in the program; • Personnel and families meet to discuss children’s and youths’ behavior, health, friendships, accomplishments, etc.; • Personnel and families discuss any concerns about a child’s or youth’s development, and children and youth are often included in these discussions; • The program arranges for experts to speak on a variety of topics (e.g., nutrition, child development, conflict resolution, etc.) and families are invited to attend these sessions; • Personnel help parents form groups to discuss topics of interest to families; • Personnel and families meet to define policies for handling sensitive topics (e.g., violence, racism, sexuality, substance use, etc.); • Personnel inform families about available opportunities and resources (e.g., childcare subsidies, medical, counseling, and career services); • Bulletin boards and newsletters contain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, and parenting classes); and • When needed, personnel are able to refer families to local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis intervention, etc). 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 10.04

Personnel and families work together to make arrivals and departures go smoothly.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none">• Family members can easily find children and youth and their possessions; and• Conversations with family members do not take away from children and youth or their activities.		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 11.02

The program develops a list of community resources and organizations, and partners with them to:

- a. expand and enhance program offerings and activities;
- b. help children and youth get to know and become involved with the community;
- c. obtain information about resources needed to meet families' needs; and
- d. minimize barriers that could prevent eligible children and youth from enrolling or participating in the program (e.g., lack of transportation, fees-for-service, limited hours, language barriers).

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Community resources included on the list are well suited to the needs of children in the program (e.g., health, culture, language, learning styles, etc.); • Personnel use the list of community resources and organizations when planning field trips and inviting special guests; • Personnel ask families for ideas in accessing resources that reflect the home language and culture; • Children and youth have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events); • The program hosts visitors from the community; • Children and youth have opportunities to join local groups and teams (e.g., sports, drama, music); • Children and youth have opportunities to meet adult coaches and mentors from the community; • Children and youth have opportunities to participate in intergenerational activities with older adults; • Children and youth are encouraged to take part in community projects (e.g., recycling, park cleanups, fund-raising events, etc.); • Children and youth are able to volunteer for projects that benefit younger children, senior citizens, children's hospitals, and local shelters; • Children and youth organize food and clothing collections for local agencies; • Personnel know and maintain information about local agencies (e.g., health clinics, food programs, counseling services, language classes, crisis 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>intervention, etc.); and</p> <ul style="list-style-type: none"> • Personnel know and maintain information about upcoming community events (e.g., free dental screenings, fire prevention seminars, parenting classes, etc.). 		
<p>ASP-PS 11.03 In an effort to help the program run smoothly, when the program is housed at a site operated by another provider (such as a school), personnel develop relationships and communicate frequently with the program host.</p>		
Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Program plans are seldom superseded by other groups (e.g., youth groups, choir, sports teams); • Personnel actively reach out to the program host to promote coordination; • Sharing the program space with others (e.g., schools, or churches) does not restrict or interfere with program activities or noise level; • The program has access to needed facilities and resources at the host site, such as classroom space, storage space, bulletin boards, computer facilities, and a library; • The program takes proper care of the facilities and other resources provided by the host; and • The program collaborates regularly with the host regarding use of facilities and other resources. 		<p>1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 11.04

Programs that are designed to work with schools collaborate with school personnel to:

- a. develop program activities that are aligned with and complement the school curricula;
- b. obtain needed resources;
- c. address the needs, issues, and progress of children and youth; and
- d. facilitate communication between families and schools.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel keep informed about special school projects and events; • Personnel attend relevant school meetings and events; • Personnel are eager to talk with teachers about ways to help children and youth achieve; • Personnel encourage children and youth to be motivated and successful in school; • Personnel value the academic efforts of children and youth; • Personnel work closely with school personnel to ensure that the program’s academic components and activities are coordinated with and will enrich school learning; • The program has access to resources needed for academic activities, such as classrooms, libraries, computer facilities, and bulletin boards; • The program takes proper care of the facilities and other resources provided by the school; • The program allocates sufficient time to academics, including enrichment activities, homework help, and tutoring; • The program seeks input from school personnel about the impact the program has on children and youth; • The program keeps the school informed about important program issues and decisions; • Personnel reach out to and communicate with school personnel to monitor the academic and behavioral needs and progress of children and youth; • The program communicates appropriate information about children, youth, and families to the school; 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<ul style="list-style-type: none">• The program is responsive to the suggestions and concerns of school personnel; and• Personnel meet with school personnel and families in order to help the school gain a sense of the whole child or youth.		
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1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 12.01

The program implements a system that enables personnel to:

- a. know where children and youth are, and what they are doing, at all times; and
- b. protect children and youth when they move from place to place or use the restroom.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • There is appropriate supervision at all times; • Children and youth know how to get help at all times, including situations where adults are not directly supervising; • Devices such as intercoms, two-way radios, and cordless phones are used to make communication possible between different areas within the program; • A system is in place to allow personnel to know which children and youth are in the bathroom and how long they have been there (e.g., children may put a clothespin by their name and set an egg timer); • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel move around an area so they can see all the children and youth they are supervising; • Personnel position themselves in a way that allows them to watch as many children and youth as possible; • Personnel know where children and youth are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms); • If children and youth have permission to be out of sight, personnel know where they are and will check on them at regular intervals; • Personnel have a system for knowing where children and youth are as they move from room to room, or from inside to outside; • A plan is in place for handling missing or lost children and youth; • Personnel vary the level of supervision to match the needs of individuals and groups; • Personnel take children’s and youths’ temperaments and developmental stages into account in setting the level of supervision; • Personnel respect older children’s and youths’ need for independence; and • Access to restrooms is restricted to prevent public use. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 12.03

Personnel plan for and provide different levels of supervision according to:

- the type, complexity, and level of risk or difficulty of activities; and
- the ages, abilities, developmental levels, and needs of children and youth.

Interpretation: Ratios and group sizes may vary based on the characteristics of children, youth, and activities, but group sizes should not typically exceed 30.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> Personnel work with small, manageable groups when activities involve dangerous equipment (e.g., using carpentry tools, cooking, leatherworking); Personnel closely watch children and youth who are on climbing equipment; Personnel watch out for traffic hazards when children are outdoors; Extra adults are present on field trips that are difficult to supervise (e.g., trips to amusement parks, beaches, ski areas, campgrounds, etc.); Staff closely supervise any activities that use hot liquids or heat producing tools; Ratios of personnel to children and youth are higher when children and youth are learning a new or difficult skill; Ratios of personnel to children and youth are higher when projects involve potentially dangerous equipment (e.g., cooking or carpentry); Group sizes are smaller when children are learning a new or difficult skill; Group sizes are smaller when projects involve potentially dangerous equipment (e.g., cooking or carpentry); Group sizes tend to be larger with sports, art activities, reading, or quiet board games; Group sizes may exceed 30 for activities such as outdoor play, performances, or assemblies, as long as adequate supervision is provided; Ratios of personnel to children and youth in the program are high enough to ensure that personnel have time to talk with individual children and youth, and help them be successful in activities; and Ratios and group sizes permit personnel to promote positive interactions. 		<p>1 2 3 4</p>

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 12.04

The program ensures safety during arrivals and dismissals by:

- a. working with parents or other appropriate family members;
- b. noting when children and youth arrive, when they leave, and with whom they leave;
- c. developing a system to keep unauthorized people from taking children and youth from the program; and
- d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel know who is allowed to pick up each child or youth; • Personnel know what to do if an unauthorized person attempts to pick up a child or youth; • A system is in place for monitoring the location and arrival time of children and youth who participate in outside activities such as clubs, music lessons, and sports; • Access is monitored and personnel respond when strangers enter the program (e.g., personnel install a lock or buzzer on doors); • Personnel use a checklist or other system to make note of absentees and late arrivals; • A system is in place to inform personnel that a child or youth is leaving; • Personnel will permit only authorized people to pick up a child or youth; • Personnel are watchful of traffic risks during drop-off and pick-up times; • Personnel know when children and youth are supposed to arrive; • Personnel have a quick system to check on late arrivals or absences; • When questions arise, personnel contact the school or a responsible adult listed on emergency forms; and • Children and youth depart according to the written instructions of their families (e.g., who is allowed to pick up a child or youth, whether a child or youth can walk home, etc.); and • Personnel keep written records to show who picked up a child or youth. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 12.05

There is a plan to provide adequate staff coverage:

- a. when regular personnel are absent; and
- b. in case of emergency.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • A child or youth in need of medical care is always accompanied by a staff member; • During such emergencies, a suitable number of adults are on hand to remain with the other children and youth; • If a staff member becomes ill during the program time, there are still enough personnel to care for children and youth; and • If one staff member is sufficient to meet the required ratios of personnel to children and youth, a second adult is on hand to assist in case emergencies occur. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 13.03

The program accommodates written and oral communication needs of children, youth, and their families by:

- a. communicating, in writing and orally, in the languages of the major population groups served;
- b. providing, or arranging for, bilingual personnel or translators or arranging for the use of communication technology, as needed;
- c. providing telephone amplification, sign language services, or other communication methods for deaf or hearing impaired persons, to the extent possible;
- d. providing, or arranging for, communication assistance for persons with special needs who have difficulty making their needs known; and
- e. considering the person's literacy level.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel reflect the cultures and languages of children and youth in the program; • Whenever possible personnel speak with families in their home language; • Meetings are held in the home language of the families; • Whenever possible, personnel offer orientation sessions in the home language of the families; • Personnel ask translators to help communicate with families during individual and large-group meetings, if needed; • Personnel avoid using children and youth as translators, if possible; • Whenever possible, information for families is written in the family's home language and literacy level; • Notices and signs are written in the languages of the families in the program; • Written material is translated for families who do not speak or read the majority language; • Pictographs are used to convey written information to non-readers, to the extent possible; • Adult interpreters are available when needed; and • The program makes provisions for families who do not speak or read the majority language. 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-PS 13.07

The program enrolls children and youth with special needs, and makes reasonable accommodations to help them fully participate in the program.

Interpretation: As referenced in the Glossary, children and youth may have special needs that are related to physical, behavioral, medical, emotional, or cognitive conditions. Accordingly, appropriate program responses will vary based on the needs presented. For example, it might be necessary to develop a behavior plan, train personnel to meet medical needs, or adapt program space to permit wheelchair access.

Programs should ensure that they comply with all applicable federal, state, and local laws and regulations, such as the Americans with Disabilities Act (ADA). The goal of the ADA is not to put strain on after school programs, but rather to encourage programs to “make reasonable accommodations” to integrate individuals with disabilities into the program to the degree possible. Accordingly, reasonable accommodations should be made before a program decides that a particular child or youth is not appropriate for the program.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel meet with families to address the needs of children and youth; • Personnel make an effort to support goals set by Special Education Teams or included in Individualized Education Plans; • Personnel work closely together to provide consistency for children with behavior issues; • Personnel consult specialists to learn how best to help children with special needs; • Specialists are used for certain activities, if needed; • Personnel seek advice from doctors and nurses about medical issues; • Personnel adapt program activities so they are fully accessible to participants with special needs; • Children and youth with special needs are actively and appropriately involved and engaged during most of the time they spend at the program; • The program encourages and facilitates appropriate interactions between children and youth with special needs and their peers; • Program facilities are accessible for children and youth with disabilities; • The program removes structural barriers by constructing ramps, widening doorways, removing obstructing furniture, widening toilet stalls, installing grab bars, or making other similar modifications, where such modifications 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



<p>are feasible;</p> <ul style="list-style-type: none">• There are enough ramped and paved areas in the outdoor space for children and youth in wheelchairs to be able to use the playground; and• The modifications made to the environment and programming enable children and youth with special needs to function more independently.		
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1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



ASP-HR 5.10

Personnel work well together, and:

- a. cooperate with each other;
- b. are respectful of each other;
- c. provide role models of positive adult relationships; and
- d. communicate with each other while the program is in session to ensure that the program flows smoothly.

Examples of Observational Evidence	Comments	Observational Rating
<ul style="list-style-type: none"> • Personnel are flexible about their roles; • Personnel pitch in to help each other with children and youth, as needed; • Work appears to be shared fairly; • When problems occur, personnel discuss their differences and work toward fair solutions; • Long or complicated discussions are saved for times when children and youth are not present; • Respect is shown to all; • Personnel communicate about their needs in a way that promotes cooperation; • Personnel are aware of how their tone and demeanor convey respect; • Personnel manage tense situations in a way that shows respect for other staff members; • Personnel check in with each other and stay in touch throughout the day; • Personnel model positive adult interaction through cooperation, caring, and effective communication; • Personnel notice and respond supportively to non-verbal cues and gestures; • Personnel check with each other to make sure all areas are supervised; • Conversations about personal matters are brief and do not interfere with transitions and activities; and • Personnel adhere to the rules established for children, when appropriate (e.g., rules related to chewing gum, drinking sodas, wearing hats, etc). 		1 2 3 4

1 = Full Implementation 2 = Substantial Implementation 3 = Partial Implementation 4 = Unsatisfactory Implementation



COA Program Observation Worksheet: Supplement

The following standards are not included in the Program Observation Worksheet, and will be assessed only by means other than observation.* For more information about the evidence needed to evaluate implementation of these standards, please see the Tables of Evidence.

After School Human Resources (ASP-HR)	After School Program Administration (ASP-AM)	After School Programming and Services (ASP-PS)
ASP-HR 1.01	ASP-AM 1.01	ASP-PS 1.01
ASP-HR 1.02	ASP-AM 1.02	ASP-PS 1.02
ASP-HR 1.03	ASP-AM 1.03	ASP-PS 2.01
ASP-HR 1.04	ASP-AM 2.01	ASP-PS 2.02
ASP-HR 1.05	ASP-AM 2.02	ASP-PS 2.03
ASP-HR 2	ASP-AM 2.03	ASP-PS 2.04
ASP-HR 3.01	ASP-AM 3.01	ASP-PS 2.05
ASP-HR 3.02	ASP-AM 3.02	ASP-PS 4.05
ASP-HR 3.03	ASP-AM 3.03	ASP-PS 4.06
ASP-HR 3.04	ASP-AM 3.04	ASP-PS 5.07
ASP-HR 3.05	ASP-AM 4	ASP-PS 5.08
ASP-HR 3.06	ASP-AM 5.01	ASP-PS 5.09
ASP-HR 4.01	ASP-AM 5.02	ASP-PS 8.08
ASP-HR 4.02	ASP-AM 5.03	ASP-PS 9.04
ASP-HR 4.03	ASP-AM 5.04	ASP-PS 9.06
ASP-HR 4.04	ASP-AM 6.01	ASP-PS 9.08
ASP-HR 4.05	ASP-AM 6.02	ASP-PS 9.09
ASP-HR 5.01	ASP-AM 6.03	ASP-PS 9.10
ASP-HR 5.02	ASP-AM 7	ASP-PS 9.11
ASP-HR 5.03	ASP-AM 8.01	ASP-PS 11.01
ASP-HR 5.04	ASP-AM 8.02	ASP-PS 12.02
ASP-HR 5.05	ASP-AM 8.03	ASP-PS 13.01
ASP-HR 5.06	ASP-AM 8.04	ASP-PS 13.02
ASP-HR 5.07	ASP-AM 8.05	ASP-PS 13.04
ASP-HR 5.08	ASP-AM 9.01	ASP-PS 13.05
ASP-HR 5.09	ASP-AM 9.02	ASP-PS 13.06
ASP-HR 6.01	ASP-AM 9.03	
ASP-HR 6.02	ASP-AM 9.04	
ASP-HR 6.03		
ASP-HR 7.01		
ASP-HR 7.02		
ASP-HR 7.03		
ASP-HR 8.01		
ASP-HR 8.02		
ASP-HR 8.03		

* This list includes Practice Standards only, except in the case of a standalone Core Concept Standard.



after school