COA After School and Youth Development Program Observation Worksheet

This worksheet will help you evaluate implementation of the standards for after school and youth development programs that are "observable" in nature. Endorsers may 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 CYD-AM and CYD-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. 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 (CYD-AYD 14), *overall* ratings would be assigned based on a combination of: (1) the interactions observed at the program, (2) the Family Handbook and information on activities provided to parents, (3) policies and/or procedures regarding family involvement, (4) documentation included in the files of children and youth, and (5) information obtained during interviews with personnel, children, youth, and families.

Instructions for using the 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: TAMI IVISON

Date: FEB 2018

Time Observed: 1500 to 1730

	Comments	Observational Rating

CYD-AYD 1.02
The program encourages a high level of participation by:
  a. offering engaging activities appropriate to the interests, needs, ages, abilities, and developmental levels of children and youth;
  b. instituting flexible attendance policies, when appropriate;
  c. scheduling programming during hours when children and youth can fully participate in activities and utilize facilities;
  d. designing a program environment that appeals to children and youth of all ages for which services are provided;
  e. charging reasonable fees and accessing sources of subsidy that can help make the program affordable for families;
  f. collaborating with community partners to resolve transportation barriers and ensure that children and youth have safe, affordable access to the program, when possible and appropriate;
  g. accommodating the needs of different language speakers, to the extent possible; and
  h. meeting an identified need in the community.
 	
Interpretation: Regarding element (b), it is important that attendance policies reflect the fact that older youth have increasing competition for their time including work, extra-curricular activities, and more responsibility at home. As such, their dependence on the program and/or involvement should be expected to fluctuate over time. Regarding element (f), transportation barriers might be addressed through partnerships with local transportation authorities, school bus systems, and pedestrian and bicycle advocacy groups or chaperones.
	There are multiple activities offered to all children daily...Learning Lounge, Science Room, Creative Play, Gym, Outside play, etc...
	
	The YC has at least two autistic children in their care daily that I am aware of. The kindness and attentiveness shown is nothing short of amazing.
	
	I want to highlight that there are Family Life Counselors in the YC which is a huge positive for our military children; they have someone they can talk to, when needed, when a parent is deployed, they feel lonely and/or sad, etc... Military life can be extremely demanding on our children.
	
	In my opinion, the fees are very reasonable. We are close the the highest category; the activities, interestes, support, etc...that is provided at this center is amazing. I have been to other bases and this center is by far the BEST.
		1

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

COA After School and Youth Development Program Accreditation: Program Observation Worksheet page 2

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CYD-AYD 4.01

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

    a.   helping them feel welcome, comfortable, and supported;
    b.   recognizing their positive accomplishments;
    c.   treating them with respect;
    d.   listening to what they say;
    e.   responding to them with interest, acceptance, and appreciation; and
    f.   being consistent and following through on what they say they will do.

Examples of Observational Evidence	Comments	Observational Rating
- Personnel talk and interact with children and youth; - Personnel make themselves available for informal interactions 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 and engaged rather than bored, tired, or distant; - Personnel spend little time during program hours 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 ask about children's and youths' interests both inside and outside the program; - Personnel do not belittle children and youth; - Personnel take children's and youths' comments seriously; - Personnel do not intrude on or interrupt chidren and youth; - Personnel use supportive language; - Personnel are kind and fair to all children and youth;	Providers are always outside to welcome the children off the bus, they greet the children and ask how their was. Front desk staff, Julie and Stacy, always greet everyone entering the building whether it's a child or adult. Providers interact with the children non-stop; whether it's informal/formal speaking or with activities/sports. All the providers I observed are very attentive to the children and very involved while ensuring the children are following the rules. Very supportive and encouraging.	1

• Personnel include all interested children and youth in activities and events, regardless of their skill level; • Personnel do not separate children and youth by gender except as appropriate; and • Personnel do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual orientation, etc.	The children are never separated due to gender in the areas; for example, I have seen boys playing in the Creative Play room fixing dolls hair and I have seen girls playing and "inventing" in the Science Room. Encouragement for ALL children is given for them to explore their creativity.	

CYD-AYD 4.02

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

Interpretation: Personnel should recognize the range of children's and youths' abilities, support children's and youths' special interests and talents, recognize and respond to the range of children's and youths' feelings and temperments, and demonstrate interest in and relate to children's and youths' cultures and languages.

Examples of Observational Evidence	Comments	Observational Rating
- 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 childen and youth; - Personnel try to understand the different ways children and youth express their feelings (e.g., different cultural styles to show respect for authority or express hurt, anger, or warmth); - Personnel try to assess a child's or youth'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 respect and celebrate difference; - Personnel provide resources that show different cultural perspectives;	I have personally seen the staff be very attentive to children at the YC. Being a highly deplorable base here at Hurlburt Field, the staff is very compassionate and empathetic to children whom have one, if not both, parents deployed. This staff is very supportive of all the kids needs and are compassionate more than required. There is a multitude of equipment for the children to stayed enterained...pets, computers, books, board/card games, sports, etc... Open Rec has age-appropriate items to keep the interest of the Pre-Teen and Teens as well.	1

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• Personnel help children and youth use books and music in different languages; • Children and youth have an opportunity to speak their home language with peers and personnel, to the extent possible; • Personnel reflect the cultures and languages of program participants; • 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.	I love the fact that ALL the providers, both in school-age and Open Rec area speak to the children on the child's level. The children are spoken to not as little babies but like human beings...sometimes stern, sometimes with complete compassion, and sometimes matter-of-factly but what makes ALL the staff so great at this is they know HOW to engage with each child...they know that not all children are the same.	

CYD-AYD 4.03

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;
    d. involving children and youth in programming decisions;
    e. encouraging children and youth to assess their own strengths and set goals for personal improvement; and
    f. engaging children and youth in conversations.

Examples of Observational Evidence	Comments	Observational Rating
- Personnel pursue children's and youths' ideas; - Personnel start discussions by asking open-ended questions; - Children and youth are encouraged to express their thoughts and ideas in ways such as journal writing, art projects, and group discussions; - Personnel listen carefully to children and youth and take time to think about their questions and comments; - Children and youth are shown how and where to find answers to their questions; - Children and youth are shown how complex skills can be broken into smaller steps; - Children and youth are encouraged 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 talking about them; - Personnel write down instructions for activities so that children and youth can remember what to do; - Children and youth receive one-on-one teaching or coaching as needed; - Children and youth receive balanced feedback; - Personnel pay attention to culture and gender variations in learning styles;	I LOVE the fact that this Center conducts the Smart Gentlemen and Smart Girls clubs...this is a great opportunity to teach our children how to be courteous and respectful and allows the children to ask questions. Open Rec recently took the children enrolled in 4-H to the State Capitol; it was a great learning experience for out kids that atteneded. They staff recently decorated each of their doors in the center for an Air Force wide contest..the staff had the children involved in helping and they seemed to really enjoy themselves in doing so.	1

and	
• Children and youth are encouraged to try new activities.	

CYD-AYD 4.04

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 on progressive roles of leadership;
  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
• Children and youth are allowed and encouraged to find ways to pursue their own interests; • Personnel say "yes" to reasonable requests and ideas for activities; • Children and youth plan projects and gather resources; • Children and youth have opportunities to observe, practice, and develop leadership skills; • Children and youth are involved in peer-mentoring, coaching, planning and/or facilitating group activities, and setting program rules; • Children and youth participate in community service activities; • Personnel give clear directions so that children and youth can proceed independently; • Children and youth are encouraged 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; • Children and youth are encouraged to think about how their actions may affect others; • Personnel establish high expectations for children and youth; • Children and youth experience the consequences of their choices when	I would say personnel establish "reasonable expectations" for children/youth; their expectations are never too high that they are not achieveable. Children in the before/after program serve their own food and clean up after themselves and the area they ate at. Youth kids help prepare and serve food as well as the kids serving themselves and cleaning up after themselves. Children in all areas of the center are always encouraged to pursue their interests and encourage them try things they normally would not.	1

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appropriate;
- Personnel ask questions that guide children and youth to make good decisions; and
- Personnel help children and youth understand the impact of their decisions on others.

CYD-AYD 5.01

Rules and behavioral expectations:
a. set clear and appropriate limits;
b. are developed with input from 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
- 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 that are appropriate to the developmental level of children and youth in the program (e.g., personnel should not expect children and youth to be quiet most of the time); - All children and youth are expected to abide by the same rules; - Personnel take steps to ensure that children and youth understand the limits that are set; and - Personnel set appropriate limits to prevent children and youth from hurting each other verbally or physically.	The parents and the child(ren) attending the programs must read over the rules of the programs and sign. The children know what they rules and are required to follow them with reasonable consequences is they do not.	1

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CYD-AYD 5.02

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;
   f. recognizing signs of boredom and redirecting as needed; and
   g. modeling appropriate behavior by interacting with other personnel in a positive, respectful manner.

Examples of Observational Evidence	Comments	Observational Rating
• Personnel often show appreciation and provide ongoing positive reinforcement 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.	I have personally seen on numerous occasions the staff giving praise to the children...in the school age program as well as the Open Rec area. This being seen rather it's a verbal encouragement or a high-five or pat on the back. All the kids are encouraged to talk out their problems and disagreements; staff is always there to assist if needed.	1

	Comments	Observational Rating
CYD-AYD 5.03 Children and youth have opportunities to socialize with their peers. **Interpretation:** Opportunities for socialization may be provided both within and between program activities.	The children/youth that are enrolled in the programs socialize with their peers non-stop and daily. I always see kids laughing together, talking together, playing games together, etc... This program is phenomenal for our kids and is amazing for their social skills.	1

CYD-AYD 5.04

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
- Children and youth show sympathy for each other; - Children and youth willingly share materials and space; - Children and youth understand and respect those who are different from them; - Children and youth suggest activities, negotiate roles, and jointly work out the rules; - Children and youth include those with developmental, physical, cultural, or language differences in activities; - Children and youth help each other and learn from one another; - Children and youth work on projects together; - 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.	The children/youth interact with each other daily...whether they are comforting someone who is upset, laughing together, telling stories, or just listening to each other. There is definitely a strong sense of community here with our kids. Most of these kids deal with a parent being gone due to work obligations and the best person to help them get through it sometimes is another child going through the same thing.	1

	Comments	Observational Rating

CYD-AYD 5.05
In an effort to eliminate bullying and victimization, personnel:
   a. are able to recognize when a child or youth may be experiencing bullying;
   b. intervene immediately and appropriately when bullying occurs;
   c. follow up individually with the involved children and youth;
   d. document the incident; and
   e. follow up with the involved parties and other program staff to make sure the bullying does not continue.
 	
Interpretation: Bullying may take different forms, from physical assaults, to name calling, to rumor spreading and social exclusion. Recent years have seen the growth of cyberbullying, which occurs through the use of technological devices.
	Bullying in NOT tolerated within any of programs at the Youth Center...children are taught what is bullying and how to handle it if someone is being bullied.	1

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

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	Comments	Observational Rating
CYD-AYD 5.06 When children and youth have special behavioral needs or issues, personnel respond appropriately. **Interpretation:** Appropriate responses may vary, depending on the child or youth and the situation. If it is necessary to de-escalate a volatile situation, methods for doing so may include listening and communication techniques such as negotiation and mediation; encouraging self-calming behaviors and involving the child or youth in regaining control; separating individuals involved in an altercation; and offering a voluntary escort to guide the child or youth to a safe location. In some cases it may be necessary to develop individual behavior support and management plans with children or youth and their families. Personnel should never employ, and program policy should prohibit the use of, restrictive behavior management interventions. If an enrolled child or youth is considered inappropriate for the program, personnel should: (1) initiate a conversation with both the child or youth and his/her family, and (2) make every effort to ensure that the family obtains information about programs and services that may be more appropriate for the child or youth. However, all possible accommodations and interventions should be exhausted before it is decided that a particular child or youth is not appropriate for the program.	I have had the opportunity to witness our staff first-hand with a child that has been in the school age program that is autistic. I first met this child years ago when he was around 5 years old and he is still enrolled in the program to this date. The staff is AMAZING with him; they include him in activities and encourage him constantly. He does not speak but maybe a few words/sentences but the love he has for the staff that take care of him is undeniable. I witnessed one morning Miss Barbie getting this child on the bus for school; before he would get on the bus he literally fell into her arms for a big hug and then turned around and got right on the bus.	1

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CYD-AYD 6.01

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
- There is a posted 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, 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; - Children and youth understand how transitions will happen; - There is appropriate supervision during transitions to ensure that they 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.	The children/youth have a daily routine they follow and know the ruled of the program. For example, the children know that they must have their nametag in whatever area of the center they are at; they must clean up after themselves; and are fully aware of their routine for getting ready to get on the bus in the morning for school and the routine for they arrive at the center after school.	1

CYD-AYD 6.02

Children and youth have opportunities to participate in a wide variety of engaging and challenging activities that are designed to promote clear and specific goals.

Interpretation: Activities should challenge children and youth and offer a sense of competence and productivity. Providing meaningful opportunities for participants to grow and develop new skills and abilities is critical, particularly when trying to keep teenagers engaged in the program.

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 CYD-AYD 1.02 and 6.03. Relevant activities may include, but are not limited to: sports and physical fitness activities; service learning and citizenship activities; academic activities and enrichment; health and wellness activities; visual and performing arts; character building and leadership development; mentoring; life skills activities; career development activities; games and recreational activities; and social activities. Although it is important that activities be well-planned, the schedule should also allow time for unstructured play and/or socialization, as referenced in CYD-AYD 5.03.

Examples of Observational Evidence	Comments	Observational Rating
- Children and youth have time indoors and/or outdoors for physical activity; - Arts and crafts activities are offered; - Children and youth have opportunities to learn about nutrition and the importance of healthy eating; - Children and youth have opportunities to write plays and participate in performing arts activities; - There are 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 participate in culinary arts projects and activities; - Children and youth can choose to do homework or study alone; - Children and youth can choose to just sit back and relax; - Children and youth can work together on science projects;	There are numerous activities for the children/youth to participate in. Weather permitted the kids are allowed to be outside or in the gym; there are also individual rooms they can choose to be inactive in..this includes a Creative Play room, Science Room, Learning Lounge.	1

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• 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 or newsletter; and • Children and youth get help with their homework as needed.	There is staff on hand to help out with homework if the children need it. Children have opportunity to play on the computer, timed sessions, for education game play. Youth has the option to play video games and utilize the computers in their area as well. The children can walk outside and see all the different kinds of plants that have been planted; living in Florida they also get to see many animals, reptiles, just by walking outside to go play.	

CYD-AYD 6.03

Activities reflect, support, and are suited to:

    a.   the mission, philosophy, and goals 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; and
    d.   the languages and cultures of the children and youth in the program.

Examples of Observational Evidence	Comments	Observational Rating
- 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; - Projects are suited to 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; - Children and youth with an expertise are encouraged 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, and arts and crafts projects; - Materials reflect the language, music, stories, games, and crafts from various cultural traditions; - Children and youth and their families are encouraged to share recipes, songs, stories, and photos that represent their culture and experiences; and - Multicultural activities occur throughout the year, rather than only during holidays.	The options that are provided for our children/youth in these programs are countless. There are so many projects the kids get to work on year round. The work the staff puts into their programs is nothing short of amazing. Children of ALL ages are involved with projects and offer their inputs along the way.	1

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CYD-AYD 6.04

Children and youth have:
  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
• 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 site, 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.	There are many activities planned for all children. Youth field trips are constant and the trips that are taken are pretty amazing; transportation is provided and details of every field trip is expressed so the parents are fully informed.	1

CYD-AYD 6.05

Children and youth are involved in developing, planning, implementing, and evaluating activities, policies, and initiatives that reflect their needs and interests.

Examples of Observational Evidence	Comments	Observational Rating
• Children and youth are regularly involved in planning for daily activities, special events, and snacks; • Children and youth help select new materials, supplies, and equipment; • Personnel informally assess the needs and interests of children and youth; • Children and youth take on various roles in the program including sitting on		1

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advisory boards or planning committees; and		
• Written surveys are used to assess the needs and interests of children and youth.		

CYD-AYD 6.06

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
• Board games and puzzles are in sturdy containers and have all their pieces; • There are simple and complex puzzles and board games to suit a range of skill levels; • There are math games and materials to explore; • There is a wide variety of books in good condition; • There are books for every reading ability; • Children and youth have computer access and there are computer games for children and youth of all ages; • Children and youth have access to musical instruments, audio tapes, MP3 players, CDs, and musical equipment; • There is a wide variety of arts and crafts materials; • There are costumes, puppets, and props on hand for dramatic play and performance art activities; • There are flexible materials that can be used in many ways (e.g., markers, stencils, paint, clay); • Special tools are available to children and youth who need help with fine motor skills (e.g., special scissors, thick pencils and brushes); • Balls are fully inflated; • 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);	More than enough activities for children to choose from. Children must clean up after themselves and store all items they were using back in their organized manner in which they got them.	1

	Comments	Observational Rating
• There are enough materials so that several activities can occur at the same time; and • Many of the materials are adaptable for use by children and youth with differing abilities.		

	Comments	Observational Rating

CYD-AYD 6.07
Program involvement gives children and youth opportunities to:
   a. participate in active learning experiences;
   b. develop new skills and positive interests;
   c. make decisions and solve problems;
   d. assume leadership roles;
   e. get to know and become involved with their neighborhoods and communities; and
   f. gain confidence in their personal abilities.
	Each program at the center (school age, pre-teen and teen) has a Youth of the Month Award. Each month one person from each group is voted upon to be The Youth of the Month...they get recognized in a ceremony, get a certificate with their picture on it, and it gets displayed for everyone to see.
	
	This award is decided upon due to leadership skills, helping out other, and having a positive attitude (just to name a few).
		1

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CYD-AYD 7.01

Programs that provide academic programming in partnership with schools collaborate with school personnel to:
   a.   identify and recruit potential program participants;
   b.   develop program activities that are aligned with and complement the school curricula;
   c.   obtain needed resources;
   d.   share information about and address the needs, issues, and progress of children and youth;
   e.   facilitate communication between schools and families; and
   f.   discuss the successes, challenges, goals, and outcomes of the partnership.

NA The program is not designed to provide academic programming in partnership with the school.

Examples of Observational Evidence	Comments	Observational Rating
- Personnel keep informed about special school projects and events; - Personnel attend relevant school meetings and events; - School personnel are invited to attend special events at the program; - Personnel communicate with school personnel through formal channels, such as participation in scheduled meetings; - Informal communication helps personnel stay connected with school personnel (e.g., e-mails, phone calls, written notes, spontaneous conversations in shared classroom space, etc.); - Personnel make an effort to talk with teachers about ways to help children and youth succeed; - Children and youth are encouraged to be motivated and successful in school; - The academic efforts of children and youth are recognized and valued; - 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 staff is aware of local school events. They also work very closely with our school and are notified if there are any school delays, bus delays, etc...The staff will then notify parents of such events. The staff for school age open rec talk about the importance of doing their best in school and why school is important.	1

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	Comments	Observational Rating
• 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 seeks input from school personnel about the impact the program has on children and youth; • The program keeps the school informed about important 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; • The program is responsive to the suggestions and concerns of school personnel; • Personnel help teachers figure out how to engage and involve the families of children and youth (e.g., providing tips on when and how to reach out to family members); • When parents consent, personnel and teachers share information and goals from Individualized Education Plans and 504 plans; and • Personnel meet with school personnel and families in order to help the school gain a sense of the whole child or youth.		
CYD-AYD 7.02 The program offers activities that are designed to promote learning in at least one of the following academic areas: a. literacy and language arts; b. math; c. science; and/or d. social studies. **NA** The program does not provide academic programming, or academic	The variety of activities offered at the center is designed to promote not only academic studies but also creative and physical ones as well.	1

programming is offered only occasionally.		

CYD-AYD 7.03

Children and youth are engaged in high-quality academic activities that:

      a. are focused on achieving clear and specific learning goals and objectives that are aligned with state and local academic standards;

      b. provide active learning experiences;

      c. are based on a curriculum that reflects current research on promoting learning in the academic field in question; and

      d. build upon one another to facilitate a step-by-step approach to learning, when possible.

Interpretation: As noted in CYD-AYD 7.01, programs that are designed to provide academic programming in partnership with schools should ensure that the program's academic offerings are aligned with the school-day curricula. Furthermore, academic activities should also meet the more general criteria for programming addressed in CYD-AYD 6. For example, programs should ensure that activities are appropriate to the ages and interests of program participants, as referenced in CYD-AYD 6.03. Similarly, there should be enough appropriate materials to facilitate activity implementation, as referenced in CYD-AYD 6.06. Thus a literacy-oriented program that includes an independent reading component should ensure it has enough books appropriate to the needs, interests, and abilities of program participants.

Interpretation: Regarding element (d) of the standard: COA recognizes that it can be challenging for a program to provide activities that build on each other in a sequential manner if the program does not require daily attendance. Accordingly, programs that permit sporadic attendance should provide stand-alone activities, but ensure that the activities are thematically connected so that children and youth are exposed to related concepts over time. Activities could also include optional follow-up items for children and youth who want to pursue related projects on their own.

In contrast, programs with academic goals that *do* require daily attendance may opt to employ a more structured approach in which children and youth are required to participate in academic activities, and each activity builds upon the ones that precede it. Although such an approach might seem counter to the notion that children and youth should be able to choose amongst program activities, as addressed in CYD-AYD 6.04, programs can still incorporate this practice by allowing children and youth to choose the non-academic activities in which they will participate.

NA The program does not provide academic programming, or academic programming is offered only occasionally.

Examples of Observational Evidence	Comments	Observational Rating
• Activities involve hands-on, interactive learning opportunities; • During activities children and youth raise their hands, take part in discussions, and seem excited about the topics being addressed; • Personnel help children and youth to draw connections between their own		1

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	Comments	Observational Rating
• lives and the subject matter covered in activities; • Activities give children and youth opportunities to practice what they have learned; and • Each activity builds on previous activities.		

	Comments	Observational Rating
CYD-AYD 7.04 Time is allocated for homework completion, homework help, and tutoring. **Interpretation:** In order to avoid excluding children who need extra help from other more enriching academic activities, the program should ensure that the time allotted for homework and tutoring does not conflict with the time allotted for the academic activities addressed in CYD-AYD 7.02 and 7.03. **NA** The program does not provide academic programming, or academic programming is offered only occasionally.	Children and youth are allotted time to complete their homework at the center. Staff members are also there to assist if needed and answer questions the child/youth may have. Materials are present in assisting in homework if needed.	1

CYD-AYD 7.06
Children and youth are helped to navigate transitions between grades and schools, when applicable.

NA The program does not provide academic programming, or academic programming is offered only occasionally.

Examples of Observational Evidence	Comments	Observational Rating
• Personnel help children and youth understand the structure and expectations of different grades and schools; • Personnel arrange and accompany children and youth on site visits to new schools or classrooms; • Personnel arrange and accompany youth on visits to college campuses; and • Personnel help children and youth apply to new schools or colleges.		1

CYD-AYD 8.01

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

Interpretation: The indoor space should reflect the activities, 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
- 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 of the community; and - Signs include the home languages of the children and youth in the program.	Children and youth artwork and activities are displaying constantly as well as entered into art exhibits. There is a huge variety of art work that is made and displayed. If I'm not mistaken, there is a Youth who's artwork won at the Air Force level art contest...truly inspiring and amazing.	1

CYD-AYD 8.02
There is enough room in the indoor space for the activities offered.

Examples of Observational Evidence	Comments	Observational Rating
• Children and youth can work and play without crowding; • Children and youth have space to sit, relax, and socialize with one another; • 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 to 100 square feet per child or youth; • There are approximately 25 to 35 square feet per child or youth for quiet activities such as homework, reading, or holding club meetings; and • There are approximately 35 to 45 square feet per child or youth for small group and enrichment activities such as woodworking, arts and crafts, and science experiments.	There is ample enough space for children and youth to do their activities without being overcrowded. There are numerous areas for each child depending on what they choose to partake in, i.e. Creative Play, Learning Lounge, Science Room, outdoor play. Certain ratio is allowed for each area and is enforced.	1

CYD-AYD 8.03
The indoor space is arranged well for the range of activities offered.

Examples of Observational Evidence	Comments	Observational Rating
• Materials are sorted and well organized; • Running water is conveniently located and accessible to children and youth; and		1

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• Activities take place near the sink when they require water for clean-up.		

CYD-AYD 8.04
The indoor space is arranged so that various activities can go on at the same time without much disruption.

Examples of Observational Evidence	Comments	Observational Rating
• 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

CYD-AYD 8.05
In order to help children and youth take initiative and explore their interests, the indoor space is arranged so that they can:
    a.   get materials out and put them away by themselves with ease; and
    b.   move materials and equipment to suit their activities.

Examples of Observational Evidence	Comments	Observational Rating
• 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		1

for their size and activity.

CYD-AYD 8.06
There is adequate and convenient storage space for equipment, materials, and personal possessions of children, youth and personnel.

Examples of Observational Evidence	Comments	Observational Rating
• There is a place for children and youth to store personal belongings; • Materials used frequently and works-in-progress are accessible to children and youth, 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 a shared space have portable equipment on wheels.	Each child enrolled in the program has a locker assigned to them; they are required to keep their personal belongings in their locked for safekeeping and known whereabouts.	1

CYD-AYD 9.01
The outdoor space is suitable for a wide variety of activities.

Examples of Observational Evidence	Comments	Observational Rating
• 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 outdoor space is small, the time children and youth spend outdoors is	The center is equipt with an indoor gymnasium as well as an overhand outdoor cover in the outdoor playing area.	1

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staggered so that they are not crowded during outdoor activities.

CYD-AYD 9.02
Children and youth have frequent, regular opportunities to participate in outdoor activities.

Examples of Observational Evidence	Comments	Observational Rating
- Children and youth have regular opportunities for unstructured outdoor recreation and play; - Children and youth have regular 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) or it is unsafe to be outside.	There is numerous activities for children to choose from with outdoor play. Not only can they participate in sports, there is a play ground, jump ropes, hopscotch, etc... If weather does not permit them to be outside then sports/activities are offered in the centers indoor gymnasium.	1

CYD-AYD 9.03
Children and youth can easily access a variety of outdoor equipment and games.

Examples of Observational Evidence	Comments	Observational Rating
- 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 youth will be		1

using it.

CYD-AYD 9.04		
Permanent playground equipment is suitable for the ages, sizes, and abilities of children and youth. **NA** The program does not use permanent playground equipment.		
Examples of Observational Evidence	**Comments**	**Observational Rating**
• Equipment offers various levels of challenge; • Older children and youth have access to more challenging equipment; and • Younger children can reach most of the climbing structures.	School age children and Open Rec children have different areas of outside play to accommodate their age appropriate needs.	1

CYD-AYD 10.01

The program promotes healthy eating and good nutrition 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;
d. providing snacks and meals at appropriate times;
e. training personnel on how to provide healthful offerings;
f. educating children and youth about healthy eating habits and choices; and
g. creating an environment that encourages healthy eating habits.

Interpretation: The program should also ensure that it adheres to food safety regulations, trains personnel on the nutritional needs of children and youth, and helps family members promote good nutritional practices, as referenced in CYD-AM 1.02, CYD-HR 3.08, and CYD-AYD 14.03. Some programs may also encourage healthy eating by offering health and wellness activities that address the topic (e.g., nutrition education or healthy cooking classes).

Note: When food is not served, such as with a drop-in teen center, elements (b), (c), (d), and (e) may not apply.

Examples of Observational Evidence	Comments	Observational Rating
• 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 brought along on off-site visits and field trips; • Children and youth are encouraged to drink more water in hot weather; • Clean drinking water is available indoors and outdoors; • Saturated fats, trans fats, cholesterol, salt, added sugars, and artificial or processed ingredients are limited; • Children and youth are offered or encouraged to bring drinks such as water,	The variety of food offered is not only healthy but tasteful; kid freindly meals but nutricious as well. The menu for the week is displayed on the wall for the children and the parents to see; the snack menu is posted as well.	1

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low- or non-fat milk, and 100% fruit juice instead of drinks with added sweeteners (e.g., soda, fruit drinks, sports drinks, and flavored milk) or energy drinks; • The menu emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk products, and includes proteins such as beans, nuts, and lean meat; • Serving sizes are 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; • Children and youth are provided with enough calories to satisfy their hunger without over eating; • Most of the food put out at snack time gets eaten; • Options are provided for children and youth with special dietary restrictions (e.g., allergies, diabetes, and vegetarian, gluten-free, lactose-free, and Kosher food options); • 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; • The menu varies from day to day, and children and youth do not claim to be tired of having the same foods all the time; • Food from a range of cultures is served for snacks and meals, and the program is sensitive to the culture of program participants when deciding what foods to serve; • Personnel are trained in how to develop healthy and appropriate menus; • Personnel are trained in how to access federal food assistance programs (e.g., the National School Lunch Program, the Child and Adult Care Food Program, and the Summer Food Service Program); • Personnel are trained in how to prepare meals and snacks under sanitary conditions that comply with all food safety regulations; • Personnel model healthy eating habits (e.g., personnel eat the daily snack with children and youth, and personnel do not allow program participants to see them eating unhealthy foods that would not be served at the program); • The program has access to the kitchen and storage facilities it needs to prepare healthy foods;	All children serve themselves as well as clean up...this included them cleaning up their dirthy dished and cleaning the area they ate at. Children are reminded when meal time will be over. The staff gives all the kids a reminder that meal time will be ending and if they want to eat then they need to do so at that given time.	

- Posters, pictures, and books convey positive messages about healthy eating;
- Personnel do not offer or withhold food as a reward or punishment;
- Birthdays, holiday parties, and family events include healthy snack options;
- Children and youth do not have access to vending machines that offer unhealthy selections;
- Families receive guidelines that address the types of foods children and youth may bring to the program, and there is a process for discussing and resolving inappropriate choices; and
- The program offers activities that teach healthy food preparation skills, provide instruction on reading food labels, and/or give tips for buying healthy foods.

CYD-AYD 10.02

The program supports and encourages the physical fitness of children and youth by:
a. offering high-quality activities that engage children and youth in moderate to vigorous physical activity for at least 30 to 60 minutes per day;
b. training personnel to plan, organize, and implement physical activities that are safe, appropriate, and engaging;
c. establishing a social culture that encourages children and youth to enjoy and participate in physical activity;
d. limiting the amount of "screen time" permitted each day; and
e. designing the activity schedule so that children and youth do not sit for more than one hour at a time.

Interpretation: The program should offer a variety of physical activities that promote all-around fitness and are appropriate to the interests, needs, ages, abilities, and developmental levels of children and youth, as referenced in CYD-AYD 6.03. Requirements for the facilities and equipment needed to support the activities offered are included in CYD-AYD 6, 8, and 9.

Note: If a program is not designed to offer physical fitness activities, elements (a) and (b) may not apply. Further, if a program that does offer physical fitness activities only operates for a relatively brief period of time each day (e.g., for an hour or two), it may not be possible for the program to engage children and youth in a full 30 to 60 minutes of physical activity per day.

Examples of Observational Evidence	Comments	Observational Rating
• There are structured physical fitness activities that involve all program participants;		1

- Physical activities include both aerobic exercise and age-appropriate muscle- and bone-strengthening; - Children and youth of all abilities are able to participate in physical activities; - Children and youth can engage in unstructured free play; - Children and youth can participate in competitive intramural activities; - Children and youth can participate in dance or yoga classes; - Personnel are trained to integrate physical activity throughout the program; - Personnel are trained in the types of sports and fitness activities that are offered; - Personnel are trained in selecting and modifying physical activities to include and meet the needs of children and youth of all abilities; - Personnel are trained in the proper use and care of physical activity equipment; - Personnel are trained on the importance of engaging children and youth in appropriate amounts and types of physical activity; - Personnel are physically active role models for children and youth; - Personnel lead and/or participate in physical fitness activities; - Children and youth are involved in choosing or designing physical activity offerings; - Physical activity time is not used or withheld as a punishment or a reward; - Posters, pictures, and books convey positive messages about physical fitness; "Screen time" that is not academic or educational is limited to 30 minutes per day; - When children and youth are exercising along with a DVD that provides physical activity instruction (e.g., an aerobics DVD), the time does not count towards the daily "screen time" limits; - Children and youth are not permitted to watch television or movies at the program, except on special occasions; and - Sedentary activities are broken up by short physical activity breaks (e.g., children and youth will invigorate themselves during a long science project by taking a break to stretch and do jumping jacks).	Children are encouraged to participate in sports and/or fitness activities. There are numerous activities that they can participate in. Instructions on how to play are detailed and the staff ensures everyone understands prior to beginning and will answer questions if needed. Staff ensures children as safe at all times and does not tolerate horseplay that could hurt anyone. Staff is very encouraging and positive with all kids that are partaking in the sports/fitness activities. Promoting fitness and wellness is included in the program.	

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	Comments	Observational Rating

CYD-AYD 10.03
Appropriate protective sports equipment is used that:
   a. meets minimum safety requirements;
   b. accomodates heavy usage;
   c. is appropriate to the age and capabilities of participants; and
   d. is maintained in a safe, hygienic manner.
 	
Interpretation: Protective sports equipment includes helmets, shin guards, pads, floor mats, etc. Staff should follow disinfecting procedures for shared equipment that may pose a health risk to children and youth.
 	
NA The program does not offer sports activities.
		1

	Comments	**Observational Rating**
CYD-AYD 11.01 The program offers specialized activities that are designed to promote learning and skill acquisition related to specific sports and/or physical fitness. **NA** The program is not designed to provide specialized sports or fitness		1

	Comments	Observational Rating
programming.		

CYD-AYD 11.03
Children and youth are engaged in high-quality sports or fitness activities that:
    a. are planned and organized based on the ages and abilities of children and youth;
    b. include instruction on rules and/or strategies relevant to the sports or fitness activity, including the use of equipment, as appropriate;
    c. are focused on helping participants achieve clear and specific goals;
    d. build upon one another to facilitate a step-by-step approach to learning and practice, when possible;
    e. promote positive sportsmanship; and
    f. maximize play or activity time for all children and youth, regardless of ability.
 	
Interpretation: Specialized sports and fitness activities should also meet the more general criteria for programming addressed in CYD-AYD 6. For example, there should be enough appropriate materials and equipment to facilitate activity implementation, as referenced in CYD-AYD 6.06. The program should also ensure that it provides adequate supervision based on the type and risk level of the activity in question, as well as the ages and abilities of participating children and youth, as addressed in CYD-AYD 16.03.
 	
NA The program is not designed to provide specialized sports or fitness programming.
	Children are encouraged to participate in sports and/or fitness activities. There are numerous activities that they can participate in. Instructions on how to play are detailed and the staff ensures everyone understands prior to beginning and will answer questions if needed.
	
	Promoting fitness and wellness is included in the program.
		1

	Comments	Observational Rating
CYD-AYD 11.04 The program maintains an automated external defibrillator (AED) in a well-marked, accessible location proximate to the areas where sports and fitness activities are held. **Interpretation:** AEDs in operation at the program should be regularly inspected and maintained according to manufacturer's specifications. **NA** The program is not designed to provide specialized sports or fitness programming.		1

CYD-AYD 12.01
Personnel are responsive to the individual health needs of children and youth.

Interpretation: Personnel should be aware of health needs including, but not limited to, dietary restrictions, allergies, asthma, physical limitations, and medication needs. Personnel should also take care to respect the confidentiality of children and youth as it relates to their health information.

Examples of Observational Evidence	Comments	Observational Rating
• Personnel are aware of the health needs of individual children and youth; and • Personnel respect confidentiality when addressing health needs.	Parents are required to list health needs on registration package once enrolling child in the program. Parents must keep staff informed if anything changes.	1

CYD-AYD 12.02
The indoor and outdoor facilities are clean.

Examples of Observational Evidence	Comments	Observational Rating
- 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

CYD-AYD 12.03

There are adequate supplies and facilities for hand washing and personnel, children, and youth are encouraged to wash hands frequently, especially before preparing food or after using the toilet.

Interpretation: COA recognizes that in some situations, such as field trips or outdoor activities, hand washing supplies and facilities (e.g., running water, soap) may not be available. When that is the case, hand sanitizer may be an appropriate alternative.

Examples of Observational Evidence	Comments	Observational Rating
• Soap dispensers are filled regularly; • Sanitary methods for drying hands are provided including disposable towels or hand driers; • Hand sanitizer is available throughout the facility; • Signs or pictures are posted to remind children and youth of the importance of washing their hands; • Signs or pictures are posted at each sink to show proper hand washing techniques; • Personnel, children, and youth wash hands with soap and water prior to engaging in, or following completion of, certain activities, such as before preparing food and after using the rest room; and • Personnel bring hand sanitizer on field trips.		1

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CYD-AYD 12.04

The temperature, ventilation, noise level, and light in the indoor space are comfortable.

Examples of Observational Evidence	Comments	Observational Rating
• 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

CYD-AYD 12.05

When children and youth become ill or are injured, personnel:
  a. separate the child or youth from other program participants;
  b. take proper health precautions when supervising the child or youth; and
  c. notify the child's or youth's parents or legal guardians.

Interpretation: The program should ensure that it complies with any applicable legal and regulatory requirements regarding risk of exposure to contagious and infectious disease. COA recommends that programs consult with local health authorities or a qualified professional about how to minimize the risk of contagious and infectious diseases to program personnel and participants, which may include voluntary adherence to CDC guidelines and training personnel on the use of universal precautions.

Examples of Observational Evidence	Comments	Observational

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		Rating
• There is a designated area to care for ill or injured children and youth; and • Personnel follow written policies and/or procedures when they respond to children and youth who become ill or injured.		1 2 3 4

CYD-AYD 13.01
There are no observable safety hazards in the indoor space, and materials used for indoor play are safe.

Interpretation: Equipment, toys, and materials should meet safety requirements set forth by the Consumer Product Safety Commission (CPSC), and the program should be aware of any recalls that affect its products. The CPSC provides web-based access to a list of product recalls.

Examples of Observational Evidence	Comments	Observational Rating
• 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 and window guards are installed where necessary; • 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 and youth; • 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;		1

• 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.		

CYD-AYD 13.02

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

Interpretation: Equipment, toys, and materials should meet safety requirements set forth by the Consumer Product Safety Commission (CPSC), and the program should be aware of any recalls that affect its products. The CPSC provides web-based access to a list of product recalls.

Examples of Observational Evidence	Comments	Observational Rating
• 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.		1

CYD-AYD 13.03

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.   maintaining emergency numbers, including police, fire, ambulance, and poison control, both on- and off-site;
    d.   coordinating with emergency responders, and accessing emergency transportation both on- and off-site;
    e.   coordinating and communicating with the families of children and youth;
    f.   coordinating with appropriate local, state, and federal governmental authorities;
    g.   evacuating persons with mobility challenges and other special needs;
    h.   accounting for the whereabouts of children, youth, and personnel; and
    i.   maintaining a readily accessible telephone for incoming and outgoing calls, both on- and off-site.

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
- 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;		1

• Emergency information about children and youth is taken on field trips; and • Families are contacted immediately in case of emergency.		

CYD-AYD 13.05

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; and
  e. quick responses to emergency maintenance issues and potentially hazardous conditions.

Examples of Observational Evidence	Comments	Observational Rating
• 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

CYD-AYD 13.07

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

    a.   locked, supervised storage with access limited to authorized personnel;

    b.   packaging in childproof containers and 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.

NA The program does not administer or store medication.

Examples of Observational Evidence	**Comments**	**Observational Rating**
- 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 NA
	Comments	**Observational Rating**
CYD-AYD 13.08 When adverse effects of medication are observed, personnel discuss such concerns		1 2 3 4 NA

with the child's or youth's parent or legal guardian. **NA** The program does not administer or store medication.		

CYD-AYD 13.10

The program assesses its security needs and takes any appropriate measures needed to protect the safety of all persons who are in its facilities or on its grounds.

Examples of Observational Evidence	Comments	Observational Rating
• Staff monitor program entrances; • Locks or buzzers are installed on doors; • People must check in with a receptionist when they arrive at the program; and • A staff member is posted at the entrance to the program site.		1
	Comments	Observational Rating

CYD-AYD 13.11
The program is prepared to treat injuries and respond to accidents and medical emergencies by:
  a. maintaining poison control information and first aid supplies and manuals; and
  b. consulting with a health professional, as necessary, to develop procedures for such situations.
		1

CYD-AYD 14.01
Family members are treated with respect, and helped to feel welcome and comfortable.

Examples of Observational Evidence	Comments	Observational Rating
- 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.	Front desk personnel greet everyone, adults and children, as they enter and exit the building. The staff also greets you as you drop your child off or pick them up. They are very social and professional and if any matters need to be discussed they will do so in privacy and out of earshot of the child or others.	1

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CYD-AYD 14.02

Personnel support family involvement by:

    a. offering orientation sessions for the families of new program participants;
    b. developing and distributing a handbook of program policies, procedures, and rules 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**
• Personnel welcome families 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 children or youth move 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 the program's written policies, including the hours of operation, fees, subsidies, illness policy, etc.; • Personnel send home notices and newsletters about program activities and		1

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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, questionnaires/surveys, and meetings; • Personnel urge families to share their skills, hobbies, or family traditions; • 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 arranges transportation for special events and meetings.		

CYD-AYD 14.03

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
- 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 and youths' experiences in the program; - Personnel and families meet to discuss children's and youths' behavior, health, friendships, accomplishments, etc.; - Families are informed about what children and youth are learning at the program, and kept up to date about their children's progress; - 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 and youth development, conflict resolution, etc.) and families are invited to attend these sessions; - Families are provided with information about ways to support their children's learning at home (e.g., reading together, going to museums, etc.); - Personnel provide family members with guidance about how to communicate with school day staff (e.g., who to contact, the best methods for contacting, and questions to ask);	Parents are required to have all informationc completed on the registration packet prior to child(ren) starting at the program. It is the parents responsibility to ensure all information is up-to-date and current at all times. The program has licesned counselor at the center to help children get through tough times, i.e. parent being deployed, on a reamote, or parents maybe living separately. This is a huge asset for our children!	1

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- Personnel send home educational materials that address the importance of healthy eating and physical activity (e.g., recipes, nutrition information, exercise tips, etc.);
- Family events teach healthy food preparation techniques that can help parents promote healthy eating at home;
- 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, literacy classes, and medical, counseling, and career services);
- Bulletin boards and newsletters contain information about upcoming community events (e.g., free dental screenings, fire-prevention seminars, parenting classes, and farmers' markets);
- When needed, personnel are able to refer families to local agencies (e.g., health clinics, food programs, counseling services, language or literacy classes, crisis intervention, etc.); and
- Families are contacted immediately in the event of an emergency.

CYD-AYD 14.04
Personnel and families work together to make arrivals and departures go smoothly.

NA The program only serves older youth who can come and go independently throughout the day.

Examples of Observational Evidence	Comments	Observational Rating
- Family members can easily find children and youth and their possessions during pick-up; and - Conversations with family members do not take attention away from children and youth or their activities.	Each child is required to place their name tag in the area they are in. When parents come to pick up their child(ren) all they have to do is find their childs nametag and they know which room their in.	1

CYD-AYD 15.01

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

a. expand and enhance program offerings and activities;
b. secure access to needed space, facilities, and other resources;
c. provide personnel with appropriate opportunities for training and professional development;
d. help children and youth get to know and become involved with the community; and
e. obtain information about resources needed to meet families' needs.

Examples of Observational Evidence	Comments	Observational Rating
- Community resources included on the list are well suited to the needs of program participants (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 their home language and culture; - Personnel work with community experts to incorporate their insights into relevant program areas (e.g., partnering with local artists to improve arts and crafts activities, or with a local dance troupe to help youth choreograph a dance performance); - The program can use the community athletic facilities needed to offer a range of sports activities (e.g., playing fields, pools, tennis courts, etc.); - Community partners come to the program to train personnel in their areas of expertise (e.g., sports, health, drama, literacy, etc.); - Personnel attend trainings sponsored by other community providers; - Children and youth have a chance to attend outings and field trips (e.g., walking tours, parks, museums, performances, and cultural events);	There are multiple sports camps offered during the year. There are also opportunities for the children to go out in the community for visits and/or assisting those in need. In addition, there is also Youth Sports that is offered year round; this includes gymnastics classes and cheer as well. The Hurlburt Youth Sports program is the best sports program I have ever been involved in.	1

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- 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 intervention, etc.); and - Personnel know and maintain information about upcoming community events (e.g., free dental screenings, fire prevention seminars, parenting classes, farmers' markets, etc.).		

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CYD-AYD 15.02

In an effort to promote smooth program operations, when the program is housed at a site operated by another organization or agency (such as a school), the program develops relationships and communicates frequently with the program host.

Note: If the program is housed at a school and provides academic programming in partnership with the school, implementation of this standard and CYD-AYD 7.01 will be closely connected.

NA The program is not housed at a site operated by another organization or agency.

Examples of Observational Evidence	Comments	Observational Rating
- 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, office space, a cafeteria, and a library; - The program takes proper care of the facilities and other resources provided by the host; and - Personnel collaborate regularly with the host regarding use of facilities and other resources.		1

CYD-AYD 16.01

The program implements a supervision system that enables personnel to:
  a. know where children and youth are, and what they are doing, at all times; and
  b. protect younger children when they move from place to place or use the restroom.

Examples of Observational Evidence	Comments	Observational Rating
• There is appropriate supervision at all times; • There is a system for children and youth to access 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 site; • 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 might put a clothespin by their name and set an egg timer, for younger children); • There is a system for monitoring access to the building and responding when strangers enter the program site (e.g., personnel install a lock or buzzer on doors); • Personnel move around an area so they can see and/or hear 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; • Convex mirrors are used to supplement line-of-sight supervision; • Personnel know where children and youth are during transitions (e.g., moving from outdoors to indoors, room to room, and using rest rooms for younger children); • There is a system for monitoring children and youth who have permission to	Staff is very aware and attentive to what is going on in the center at all times. Staff ensures adults do NOT enter any of the child bathrooms; they will redirect the adult(s) to the appropriate bathroom for them in the entrance are of the center.	1

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be out of sight, including personnel knowing where they are and checking on them at regular intervals;

- A plan is in place for handling missing or lost children and youth;
- The level of supervision varies to match the needs of individuals and groups;
- The level of supervision varies to match children's and youths' temperaments and developmental stages;
- The level of supervision respects older youths' need for independence including the development of a policy that allows for more independence that is worked out with youth, their families, and personnel; and
- Access to restrooms is restricted or a system is in place to prevent public use while children and youth are using the restroom.

	Comments	Observational Rating

CYD-AYD 16.02
The ratio of personnel to children and youth is based on the ages and abilities of children and youth, and is:
  a. between 1:10 and 1:15 when all children and youth are age six and older; and
  b. between 1:8 and 1:12 when the program includes children under age six.
 	
Interpretation: Appropriate ratios can help to ensure that there are enough personnel to maintain safety, create an environment where children and youth can feel emotionally secure, and allow for the development of positive relationships with adults. It may be appropriate for there to be more personnel, and higher ratios of personnel to children and youth, when personnel work with children and youth with special needs, or with groups that consist entirely of kindergarteners.
 	
Interpretation: This standard is intended to address the ratio of personnel to children and youth in a program as a whole, rather than for a particular room or group of children and youth. In other words, a program with 60 participants age six and over would need at least four staff members to meet the specified ratio. However, the program would not need to demonstrate/ensure that there was at least one adult present in every group of 15 children and youth. For example, while one
	the staff to child ratio is perfect! Each staff member is aware of what every child assigned to them are doing at all times.	1

adult might be supervising a group of 19 youth doing line dancing, another adult might be helping a group of 11 youth with their homework. Volunteers should not be included in this ratio unless they meet personnel qualifications and have a regular, ongoing role at the program, as noted in CYD-HR 9.		

CYD-AYD 16.03
Personnel plan for and provide different levels of supervision according to:
  a. the type, complexity, and level of risk or difficulty of activities; and
  b. 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
• 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 and youth 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 and group sizes are smaller when children and youth are learning a new or difficult skill; • Ratios of personnel to children and youth are higher and 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;		1

- 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 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.

CYD-AYD 16.04

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; and
d. establishing protocols for families or schools to contact the program if children and youth will be arriving late, leaving early, or absent.

NA The program only serves older youth who can come and go independently throughout the day.

Examples of Observational Evidence	Comments	Observational Rating
- 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 site (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 children and youth are leaving; - Personnel will permit only authorized people to pick up children and youth; - Personnel are watchful of traffic risks during drop-off and pick-up times;	If someone "new" is picking up a child they must be cleared and present photo id before any child is released to them. Anyone entering the center that the front desk personnel do not know they will immediately stop them; they will not be granted access until they are cleared and sign in with required steps.	1 2 3 4 NA

• 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; • 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 children and youth.	

CYD-AYD 16.05

There is a plan to provide adequate staff coverage:
  a. when regular personnel are absent; and
  b. in case of an emergency.

Examples of Observational Evidence	Comments	Observational Rating
• A participant in need of medical care is always accompanied by a staff member; • During emergencies, a suitable number of adults are on hand to remain with the other children and youth; • If a staff member becomes ill, there are still enough personnel to supervise 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
	Comments	**Observational Rating**
CYD-AYD 16.06 One-on-one interactions between personnel and children and youth are in public areas visible by at least one other adult.		1 2 3 4

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Interpretation: It is acceptable for a staff member to be alone with a child or youth during brief periods of transition (e.g., while escorting a child from the cafeteria to the computer lab), as long as their whereabouts are communicated to other program personnel.

CYD-AYD 17.03

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
- Whenever possible, personnel speak with families in their home language; - Whenever possible, personnel offer orientation sessions in the home language of the families; - If needed, personnel ask translators or interpreters to help communicate with families during individual and large-group meetings; - Personnel avoid using children and youth as translators, if possible; - Personnel provide information written in the family's home language and literacy level; - Notices and signs are written in the languages of the families of program participants; and - Written material is translated for families who do not speak or read the majority language.		1

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CYD-AYD 17.07

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 accommodations 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 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 a strain on after school and youth development programs, but rather to encourage "reasonable accommodations" to integrate individuals with disabilities to the degree possible. Accordingly, reasonable accommodations should be made before it is decided that a particular child or youth is not appropriate for a program.

Examples of Observational Evidence	Comments	Observational Rating
- 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 and youth with behavior issues; - Personnel consult specialists to learn how best to help children and youth with special needs; - Specialists are used for certain activities, if needed; - Personnel seek advice from doctors and nurses about medical issues; - Program activities are adapted to be fully accessible to participants with special needs;		1

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- Children and youth with special needs are actively and appropriately involved and engaged during most of the time they spend at the program; - Personnel encourage and facilitate appropriate interactions between children and youth with special needs and their peers; - 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 are feasible; - 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.		

	Comments	Observational Rating
CYD-HR 6.10 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. **Interpretation:** There are a number of ways for personnel to show that they work well together. For example, personnel should share work fairly and be flexible about their roles, pitching in to help one another as needed. Similarly, personnel can help to ensure that the program flows smoothly by checking in with one another, communicating about their needs in a way that promotes cooperation, responding supportively to non-verbal cues, saving complicated discussions for times when children and youth are not present, and keeping conversations about personal matters brief. Personnel should also take care to ensure that respect is shown to all, even in tense situations. For example, when problems occur personnel should discuss their differences and try to devise fair solutions, minding their tone and demeanor.	Staff is always communication and getting along with one another whenever I am in the center.	1
	Comments	**Observational Rating**
CYD-AM 1.01		1

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The program possesses relevant licenses, if applicable, and displays documents in an area visible to the public. **Interpretation:** Requirements related to licensure may vary from state to state and by program type. For the purposes of this standard, licensing is the process by which an external or superior entity reviews a program and determines whether the program has permission to operate (e.g., state licensing, military inspection, etc.).		

	Comments	**Observational Rating**
CYD-AM 7.01 The program has an information management system that supports and facilitates program planning, operations, and evaluation. **Interpretation:** The information management system should enable the program to collect, maintain, and access all types of information, from the rate of personnel turnover, to financial statistics, to data about program participants (e.g., attendance records, grades, test scores, or ongoing assessments of child progress). COA does not require programs to use computer-based systems, but the use of appropriate technology may help to promote efficiency.		1 2 3 4

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	Comments	Observational Rating

CYD-AM 7.02
The program protects confidential and other sensitive information from theft, unauthorized use, damage, or destruction by:
    a. limiting access to authorized personnel on a need-to-know basis;
    b. maintaining paper records in a secure location;
    c. using firewalls, anti-virus and related software, and other appropriate safeguards; and
    d. backing up electronic data, with copies maintained off premises when possible.
 	
Interpretation: This standard addresses the security of all types of applicable records, including files of children and youth and administrative, financial, and personnel records. The program should develop a system for storing files and records that best fits its needs and circumstances, and should implement the elements of the standard as appropriate to those needs and circumstances. For example, a program that does not maintain electronic data will not implement element (d) of the standard.
 	
Regarding element (b) of the standard, relevant ways to ensure that paper records are stored in a secure location may include, but are not limited to: locking file cabinets; using a locked file room with limited access or a gatekeeper system whereby one person or a few people can unlock the file storage area or access the files themselves; or establishing a system with a keypad or keys where only
		1

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authorized individuals are given the keypad code or copies of the keys. Programs may also consider storing files above the ground floor if the program is located in an area prone to flooding, and using fireproof file cabinets, metal file cabinets, or sprinkler systems to protect against fire.		

COA After School and Youth Development Program Observation Worksheet

COA After School and Youth Development Program Observation Worksheet: Supplement

The following standards* are not included in the After School and Youth Development 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.

Child and Youth Development Human Resources (CYD-HR)		Child and Youth Development Program Administration (CYD-AM)	After School and Youth Development Programming and Services (CYD-AYD)
CYD-HR 1.01	CYD-HR 8.02	CYD-AM 1.02	CYD-AYD 1.01
CYD-HR 1.02	CYD-HR 8.03	CYD-AM 1.03	CYD-AYD 1.03
CYD-HR 1.03	CYD-HR 9.01	CYD-AM 2.01	CYD-AYD 2.01
CYD-HR 1.04	CYD-HR 9.02	CYD-AM 2.02	CYD-AYD 2.02
CYD-HR 1.05	CYD-HR 9.03	CYD-AM 2.03	CYD-AYD 3.01
CYD-HR 2	CYD-HR 9.04	CYD-AM 3.01	CYD-AYD 3.02
CYD-HR 3.01		CYD-AM 3.02	CYD-AYD 3.03
CYD-HR 3.02		CYD-AM 3.03	CYD-AYD 3.04
CYD-HR 3.03		CYD-AM 3.04	CYD-AYD 3.05
CYD-HR 3.05		CYD-AM 3.05	CYD-AYD 5.07
CYD-HR 3.07		CYD-AM 4	CYD-AYD 6.08
CYD-HR 3.08		CYD-AM 5.01	CYD-AYD 6.09
CYD-HR 3.09		CYD-AM 5.02	CYD-AYD 7.05
CYD-HR 3.10		CYD-AM 5.03	CYD-AYD 11.02
CYD-HR 3.11		CYD-AM 5.04	CYD-AYD 11.05
CYD-HR 3.12		CYD-AM 6.01	CYD-AYD 12.06
CYD-HR 3.13		CYD-AM 6.02	CYD-AYD 12.07
CYD-HR 4.01		CYD-AM 6.03	CYD-AYD 13.04
CYD-HR 4.02		CYD-AM 6.04	CYD-AYD 13.06
CYD-HR 4.03		CYD-AM 8.01	CYD-AYD 13.09
CYD-HR 4.04		CYD-AM 8.02	CYD-AYD 13.12
CYD-HR 4.05		CYD-AM 8.03	CYD-AYD 13.13
CYD-HR 6.01		CYD-AM 8.04	CYD-AYD 17.01
CYD-HR 6.02		CYD-AM 8.05	CYD-AYD 17.02
CYD-HR 6.03		CYD-AM 8.06	CYD-AYD 17.04
CYD-HR 6.04		CYD-AM 9.01	CYD-AYD 17.05
CYD-HR 6.05		CYD-AM 9.02	CYD-AYD 17.06
CYD-HR 6.06		CYD-AM 9.03	
CYD-HR 6.07		CYD-AM 9.04	
CYD-HR 6.08		CYD-AM 9.05	
CYD-HR 6.09			
CYD-HR 7.01			
CYD-HR 7.02			
CYD-HR 7.03			
CYD-HR 8.01			

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