Quality Evaluation Report

Beyond the Bell Central (BTBC) 21st Century Community Learning Center
Independence and Monmouth, Oregon
2015-2016 School Year

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Overview

BTBC was observed on the following occasions during the 2015-2016 school year.
- Ash Creek Elementary: December 1, March 8
- Independence Elementary: December 8, March 9
- Monmouth Elementary: December 9, March 10
- Talmadge Middle School: December 17 and March 16
- Central High School: and December 10 and March 7

Site visits provide observational data about key components of program quality, as research has demonstrated that higher quality programs are more likely to promote positive outcomes for youth.

Some evidence and examples were gained from interviews, interactions at public conferences and events, and participation in a networking group of 21st Century Community Learning Center leadership staff.

Program staff participated in the evaluation process by completing a self-assessment and providing examples and evidence to support their scores. Those scores and notes are included in the overall evaluation.

Each site has been scored individually in all domains except for Highly Skilled Personnel and Program Management as the policies and procedures are consistent across all sites. There are similarities in scoring in the other domains but there are enough differences in implementation on site to warrant individual ratings. The following pages will show scoring for each site and are organized by domain.

Oregon's Quality Standards for Afterschool and Summer Programs and Rating System

There are 102 Standards in 7 domains. The domains are:
1. Activities, Curriculum, and Environment
2. Diversity and Inclusion
3. Families, Communities, and Schools,
4. Health, Safety, and Nutrition
5. Highly Skilled Personnel
6. Program Management
7. Youth Development and Engagement

Each standard receives a score from 1-4. The scoring rubric is as follows:
- *1 – Not meeting: Standard not met; needs improvement in this area.*
- *2 – Progressing: Approaching standard; could use additional focused assistance.*
- *3 – Meeting: Meets standard; opportunities exist to refine practices to reach the exceeding level.*
- *4 – Exceeding: Exceeds standards through the use of exemplary practices on a consistent basis*

Activities, Curriculum, and Environment
ASH CREEK

In the domain Activities, Curriculum, and Environment, the site's average was 2.86 out of a possible 4 points. Scores would be improved by working on a stronger partnership with the school and families around academic goals, standards alignment, and homework completion; and by intentionally offering activities that are culturally responsive and relevant. The scoring and notes are in the following chart.

Activities, Curriculum, and Environment (ACE)
A quality program provides supportive, responsive, and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of the individual participant as well as the larger group.

Standard	Staff Score	Observer Score	Evidence and Examples
ACE 1a: Program utilizes an indoor and outdoor space that allows for wide ranges of activities with equipment that is appropriate for the age of the participants.	4	4	Spaces utilized inside of the school are the library and cafeteria daily for both Power Hour and enrichment activities. Gym is used for physical activities whenever curriculum allows for it. Students use the playground on a daily basis for recess.
ACE 1b. Program encourages participants to offer suggestions and have choices in how the space is arranged.	2	2	Space is limited in how things can be arranged. When it comes to working within the space, more choices are provided. Example: Students are able to choose what table they work at during Power Hour.
ACE 1c. Program encourages participants to take ownership of the space and safely modify the environment as needed to meet the activity, individual and/or group needs.	3	3	Students are encouraged to use space provided safely. During Science Enrichment, students are encouraged to spread out and work with partner/team members in the ways they see fit.
ACE 2a. Participants have opportunities to engage in quiet and active activities, individual and group activities throughout the day.	3	3	Power Hour provided both times for individual quiet work time and time to work in groups. Enrichment activities vary from individual, partner, small group or whole group projects.

ACE 2b. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, recreational and academic development.	4	4	Enrichment Curriculums: Science, Art, Pen Pal writing, Career Readiness packets, Math, Computer Coding. Club Curriculums: Art, Fitness, Cooking, Book, Photography, Solar Cars, Exploding Science. All curriculums provide chances to challenge students, have hands on activities or build new skills.
ACE 2c. Program offers curriculum that is based on identified developmental outcomes and is in alignment with the program mission, philosophy and evaluation process.	3	3	
ACE 3a. Participants are provided a time and appropriate space and materials to work on homework.	3	4	Students are able to work on homework during Power Hour. Power Hour lasts for an hour every day (Monday through Thursday). Power Hour takes place in either the cafeteria (3rd - 5th grade) or Library (1st and 2nd grade). Example Power Hour set up in the library: There are table groups. One table is signed "non-homework table". They have a board game, and dry erase boards. One group has a lot of coloring. Another group is clearly working on homework. The instructor is speaking to the students in Spanish. One student is reading to himself in a rocking chair and 3 more students are playing chess. There is a centrally located cart with materials. The tables are pre-set with materials. An instructor tells me that one of the tables is a VIP table. It has some special materials. Students can go there, with permission, if they have been very quiet during HW time. Students move between activities. They know where materials are and what they are allowed to do with them.
ACE 3b. Program works with students, families, and schools to effectively manage homework.	3	3	Site Coordinator communicates with school staff or families individually on an individual student progress and plans for improvement.
ACE 3c. Program staff collaborates with schools and families to build on homework topics and expand participants' learning opportunities within the program setting.	3	2	Informal collaborations between site staff and school staff- occasionally SCs go to staff meetings but aren't always allowed to participate fully.

ACE 4a. Program staff is aware of the common core state standards.	2	2	About 50% of staff are aware of CCSS. Many are education students at Western Oregon University. Program is not providing PD on CCSS
ACE 4b. Program staff link activities and curriculum to relevant sections of the common core state standards	4	3	Enrichment curriculum was chosen with a focus STEM curriculum and how informal STEM learning aligns with school day goals. Curricula aim to expand student knowledge and encourage students to learn new things. S.INQ: Science Inquiry in Afterschool is aligned with the Next Generation Science Standards.
ACE 4c. Program can demonstrate how the curriculum supports key academic goals in partnership with their local school.	4	2	All enrichment activities aim to support the school day's curriculum. Example: Book Club encourages students to read more, Cooking Club focuses on measurements and counting, Career Pathway Packets encourage students to look at their futures. The information is there but not easily producible.
ACE 5a. Program includes activities that take into account the language and culture of the participants.	3	3	We have multiple staff members that are bilingual and they assist with interpretation, homework and curriculum. Pen Pals activity-writing back and forth to students at other BTBC schools in their native languages. Latin American focused enrichment-music, art, foo
ACE 5b. Children and youth who speak English as a second language are given opportunities to participate in culturally relevant activities.	2	2	Cooking club, culturally specific foods-"what's your favorite food that comes from your house?"
ACE Domain Total	3.07	2.86	

Activities, Curriculum, and Environment
INDEPENDENCE ELEMENTARY

In the domain Activities, Curriculum, and Environment, the site's average was 2.55 out of a possible 4 points. Students at IES are not given much, if any homework so the standards relating to homework completion are not scored. Scores would be improved by working on a stronger partnership with the school and families around academic goals, and standards alignment; and by intentionally offering activities that are culturally responsive and relevant. The scoring and notes are in the following chart.

Activities, Curriculum, and Environment (ACE)
A quality program provides supportive, responsive, and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of the individual participant as well as the larger group.

Standard	Staff Score	Observer Score	Evidence and Examples
ACE 1a: Program utilizes an indoor and outdoor space that allows for wide ranges of activities with equipment that is appropriate for the age of the participants.	3	3	The program has access to the gym for PE, which is a large, open space with a varied assortment of equipment. The playground is used for active, outdoor play. The cafeteria, which is used for a bulk of the program can sometimes be limiting. The library is used occasionally for homework time.
ACE 1b. Program encourages participants to offer suggestions and have choices in how the space is arranged.	2	2	The instructors move the tables daily to a different (from the school day) configuration that allows the students to be less spread out (for instruction, directions, etc..)
ACE 1c. Program encourages participants to take ownership of the space and safely modify the environment as needed to meet the activity, individual and/or group needs.	3	2	
ACE 2a. Participants have opportunities to engage in quiet and active activities, individual and group activities throughout the day.	2	2	Quiet activities: Power Hour, read to self Active activities: Enrichment activities vary from individual, partner, small group or whole group projects; PE class, outdoor play Observed "quiet" activities were not quiet.

ACE 2b. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, recreational and academic development.	3	4	Curriculum included math, science, art, writing, career education, sensory play, games of strategy as well as a regularly offered physical education program by licensed teacher.
ACE 2c. Program offers curriculum that is based on identified developmental outcomes and is in alignment with the program mission, philosophy and evaluation process.	2	3	
ACE 3a. Participants are provided a time and appropriate space and materials to work on homework.	2	X	The students at Independence Elementary are not given homework, necessarily. The program does provide time for the students to read.
ACE 3b. Program works with students, families, and schools to effectively manage homework.	2	X	
ACE 3c. Program staff collaborates with schools and families to build on homework topics and expand participants' learning opportunities within the program setting.	2	X	Informal collaborations between site staff and school staff- occasionally SCs go to staff meetings but aren't always allowed to participate fully.
ACE 4a. Program staff is aware of the common core state standards.	X	2	About 50% of staff are aware of CCSS. Many are education students at Western Oregon University. Program is not providing PD on CCSS
ACE 4b. Program staff link activities and curriculum to relevant sections of the common core state standards.	X	3	Enrichment Curriculum with chosen with the thought of STEM curriculum. As curriculums aim to expand student knowledge and encourage students to learn new things. NGSS: S.INQ
ACE 4c. Program can demonstrate how the curriculum supports key academic goals in partnership with their local school.	X	3	The information is there but not easily producible.

ACE 5a. Program includes activities that take into account the language and culture of the participants.	3	3	Pen Pals activity-writing back and forth to students at other BTBC schools in their native languages. Bilingual staff at every site.
ACE 5b. Children and youth who speak English as a second language are given opportunities to participate in culturally relevant activities.	3	2	
ACE Domain Total	2.45	2.55	

Activities, Curriculum, and Environment
MONMOUTH ELEMENTARY

In the domain Activities, Curriculum, and Environment, the site's average was 2.79 out of a possible 4 points. Scores would be improved by working on a stronger partnership with the school and families around academic goals, homework completion, and standards alignment; and by intentionally offering activities that are culturally responsive and relevant. The scoring and notes are in the following chart.

Activities, Curriculum, and Environment (ACE)
A quality program provides supportive, responsive, and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of the individual participant as well as the larger group.

Standard	Staff Score	Observer Score	Evidence and Examples
ACE 1a: Program utilizes an indoor and outdoor space that allows for wide ranges of activities with equipment that is appropriate for the age of the participants.	4	3	The program makes full use of the cafeteria/gym as well as the playground, breezeway, and grass area off the playground equipment. Library is also utilized.
ACE 1b. Program encourages participants to offer suggestions and have choices in how the space is arranged.	3	2	The space is set before the students arrive. Changes to the space are adult directed but children can make choices within the space set up for them (like where to sit).
ACE 1c. Program encourages participants to take ownership of the space and safely modify the environment as needed to meet the activity, individual and/or group needs.	3	3	
ACE 2a. Participants have opportunities to engage in quiet and active activities, individual and group activities throughout the day.	3	3	Details of quiet, individual activities from the site coordinator: We plan our curriculum so that there is quiet time for 45 minutes while the students who have homework are able to complete it in an environment that is conducive to learning. We have tutors that are assigned to grade level to assist on homework. The students that do not have homework are allowed to read, draw, play checkers, or use the Ipods. We also offer library time to those students who do not wish to have a second recess. They are allowed to read books, listen to music or draw with a tutor.

ACE 2b. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, recreational and academic development.	3	4	Enrichment activities are offered each day: Math, Science, ART, Career Readiness, Cooking. Program supports homework completion. All curricula provide chances to challenge students, have hands on activities or build new skills.
ACE 2c. Program offers curriculum that is based on identified developmental outcomes and is in alignment with the program mission, philosophy and evaluation process.	X	3	
ACE 3a. Participants are provided a time and appropriate space and materials to work on homework.	4	4	The BTB members are offered 45 minutes to do homework every day. They are also allowed extra time and 1:1 assistance after the general time is up to finish their homework if they choose. Some staff also work during the school day. The cafeteria is set up on two areas: HW and non HW. There are pencils at each table and more materials on a centrally located cart. There are 2 staff helping with HW. About 13 kids are working on HW. There are two instructors at the non-HW area. All the kids are reading.
ACE 3b. Program works with students, families, and schools to effectively manage homework.	4	2	School connection is strong. No evidence of working with families to manage homework.
ACE 3c. Program staff collaborates with schools and families to build on homework topics and expand participants' learning opportunities within the program setting.	4	2	
ACE 4a. Program staff is aware of the common core state standards.	2	2	About 50% of staff are aware of CCSS. Many are education students at Western Oregon University. Program is not providing PD on CCSS
ACE 4b. Program staff link activities and curriculum to relevant sections of the common core state standards.	2	3	Enrichment Curriculum with chosen with the thought of STEM curriculum. As curriculums aim to expand student knowledge and encourage students to learn new things. NGSS: S.INQ

ACE 4c. Program can demonstrate how the curriculum supports key academic goals in partnership with their local school.	2	2	The program is working with the school staff and teachers to ensure that the program is supplementing the material that they are learning in the classroom. A school day teacher comes to the program once a week to do Art. The information is there but not easily producible.
ACE 5a. Program includes activities that take into account the language and culture of the participants.	3	3	We have multiple staff members that are bilingual and they assist with interpretation, homework and curriculum. Pen Pals activity-writing back and forth to students at other BTBC schools in their native languages. Latin American focused enrichment-music, art, food
ACE 5b. Children and youth who speak English as a second language are given opportunities to participate in culturally relevant activities.	3	2	All students are given a choice as to what activities they choose to participate in. No evidence of specific culturally relevant activities.
ACE Domain Total	3.08	2.79	

Activities, Curriculum, and Environment
TALMADGE MIDDLE SCHOOL

In the domain Activities, Curriculum, and Environment, the site's average was 2.71 out of a possible 4 points. Scores would be improved by working on a stronger partnership with the school and families around academic goals, homework completion, and standards alignment; and by intentionally offering activities that are culturally responsive and relevant. The scoring and notes are in the following chart.

Activities, Curriculum, and Environment (ACE)
A quality program provides supportive, responsive, and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of the individual participant as well as the larger group.

Standard	Staff Score	Observer Score	Evidence and Examples
ACE 1a: Program utilizes an indoor and outdoor space that allows for wide ranges of activities with equipment that is appropriate for the age of the participants.	4	4	Cafeteria, gym, library
ACE 1b. Program encourages participants to offer suggestions and have choices in how the space is arranged.	3	3	Students are allowed to arrange tables in the library when working in groups to meet the needs of the activity/project.
ACE 1c. Program encourages participants to take ownership of the space and safely modify the environment as needed to meet the activity, individual and/or group needs.	3	3	The staff encourages students to use the space provided safely. Students are able to spread out and work in groups or individually in a safe and productive manner.
ACE 2a. Participants have opportunities to engage in quiet and active activities, individual and group activities throughout the day.	4	3	During homework time students are able to work quietly in groups or individually in the library. For the students, who do not have homework, they are in separate rooms to engage in activities, such as: math bingo, origami making, writing in journals, and using the iPads for Osmos. There is also time for group games and other group fitness activities.

ACE 2b. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, recreational and academic development.	3	3	Our program provides students with various enrichment classes and activities, such as: Arts and Crafts, Book Club, Theater, Drum Circle, Cooking, Fitness Activities, Lego Robotics, Coding, STEM, and Aviation
ACE 2c. Program offers curriculum that is based on identified developmental outcomes and is in alignment with the program mission, philosophy and evaluation process.	2	3	
ACE 3a. Participants are provided a time and appropriate space and materials to work on homework.	4	3	Homework/tutoring takes place in the library for 45 minutes, daily. Students can work longer, if desired.
ACE 3b. Program works with students, families, and schools to effectively manage homework.	2	2	Site Coordinator communicates with staff and family on individual student's assignments and progress.
ACE 3c. Program staff collaborates with schools and families to build on homework topics and expand participants' learning opportunities within the program setting.	2	2	Instructional Assistant works during the regular school day and in the afterschool program. Program staff communicate with school staff on individual students' assignments and progress. Program staff help students with homework and understanding the material being taught.

There is no apparent formal communication. |
| ACE 4a. Program staff is aware of the common core state standards. | 2 | 2 | About 50% of staff are aware of CCSS. Many are education students at Western Oregon University.

Program is not providing PD on CCSS |
| ACE 4b. Program staff link activities and curriculum to relevant sections of the common core state standards. | 2 | 3 | Enrichment Curriculum with chosen with the thought of STEM curriculum. As curriculums aim to expand student knowledge and encourage students to learn new things.

NGSS: S.INQ |

ACE 4c. Program can demonstrate how the curriculum supports key academic goals in partnership with their local school.	2	2	The information is there but not easily producible.
ACE 5a. Program includes activities that take into account the language and culture of the participants.	3	3	We have a bilingual staff member who assists with interpretation, homework and enrichment activities.
ACE 5b. Children and youth who speak English as a second language are given opportunities to participate in culturally relevant activities.	3	2	All students are given a choice as to what activities they choose to participate in. Culture Club was offered.
ACE Domain Total	2.79	2.71	

Activities, Curriculum, and Environment
CENTRAL HIGH SCHOOL

In the domain Activities, Curriculum, and Environment, the site's average was 1.86 out of a possible 4 points. The program's main function is to offer academic support. Scores would be improved by offering a more diverse range of activities, working on a stronger partnership with the school and families around academic goals, and standards alignment; and by intentionally offering activities that are culturally responsive and relevant. The scoring and notes are in the following chart.

Activities, Curriculum, and Environment (ACE)
A quality program provides supportive, responsive, and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of the individual participant as well as the larger group.

Standard	Staff Score	Observer Score	Evidence and Examples
ACE 1a: Program utilizes an indoor and outdoor space that allows for wide ranges of activities with equipment that is appropriate for the age of the participants.	3	2	The main program area is the library. Other indoor spaces in the school are used for certain activities. No outdoor spaces are needed for the activities the program offers.
ACE 1b. Program encourages participants to offer suggestions and have choices in how the space is arranged.	X	2	The program maintains the school-day set-up. Students are allowed to arrange their space or where they prefer to sit
ACE 1c. Program encourages participants to take ownership of the space and safely modify the environment as needed to meet the activity, individual and/or group needs.	3	2	
ACE 2a. Participants have opportunities to engage in quiet and active activities, individual and group activities throughout the day.	3	2	The HS program is a drop in tutoring center where students are allowed to work on what they need to with assistance from tutors. This is a quiet activity.

ACE 2b. Program offers activities that are developmentally appropriate and support a broad range of skill, enrichment, recreational and academic development.	1	1	Activities have been offered in STEM, physical exercise, Auto repair, writing workshop... There is initial interest from students, but very few attend these opportunities.
ACE 2c. Program offers curriculum that is based on identified developmental outcomes and is in alignment with the program mission, philosophy and evaluation process.	X	2	The HS program is a drop in tutoring center where students are allowed to work on what they need to with assistance from tutors.
ACE 3a. Participants are provided a time and appropriate space and materials to work on homework	3	4	Homework/tutoring takes place in the library for 45 minutes, daily. Students can work longer, if desired. They have access to computers/internet. The environment is quiet with few distractions.
ACE 3b. Program works with students, families, and schools to effectively manage homework.	1	1	Site Coordinator attempts to communicate with school staff on individual student progress and plans for improvement. CHS staff will not communicate homework needs with BTBC despite repeated attempts and methods on behalf of our program to do so.
ACE 3c. Program staff collaborates with schools and families to build on homework topics and expand participants' learning opportunities within the program setting.	X	1	
ACE 4a. Program staff is aware of the common core state standards.	2	2	About 50% of staff are aware of CCSS. Many are education students at Western Oregon University. Program is not providing PD on CCSS
ACE 4b. Program staff link activities and curriculum to relevant sections of the common core state standards.	2	2	Staff could provide this upon request.

ACE 4c. Program can demonstrate how the curriculum supports key academic goals in partnership with their local school.	X	2	Tutoring and homework help support overall academic achievement.
ACE 5a. Program includes activities that take into account the language and culture of the participants.	2	2	We have a bilingual staff member who assists with homework..
ACE 5b. Children and youth who speak English as a second language are given opportunities to participate in culturally relevant activities.	X	1	Tutoring is the main activity of this program.
ACE Domain Total	2.22	1.86	

Diversity & Inclusion
ASH CREEK

In the domain Diversity and Inclusion the program average was 2.89 out of 4 possible points. The scores would be improved by making a more concerted effort to have families participate in the program. The scoring and notes are in the following chart..

Diversity and Inclusion (DI)
A quality program respects and supports the diversity of children, youth, and families; seeking opportunities to cultivate the strengths of all participants within the larger community.

Standard	Staff Score	Observer Score	Evidence and Examples
DI 1.a Program has inclusive policies	3	3	The inclusion policy is in the district handbook for the school day and in the employee handbook for afterschool. Any CSD student can register for after school programs
DI 1.b Program has policies in place that reflect the cultures and needs of the community they serve.	X	3	Basic policy is safety, respect, responsibility-reaches all cultures Sliding fee scale for program participation is implemented due to high poverty percentages
DI 1.c Program has policies in place that ensure the inclusion of children and youth regardless of developmental needs or cultural backgrounds.	3	3	Program has participants with needs that have been and continue to be addressed to ensure participation
DI 2.a Program is sensitive to the culture and language of families and participants served.	3	3	Bilingual staff are at each site Family nights, always have an interpreter All communication goes out in Spanish/English
DI 2.b Program is accessible and responsive to all families and participants.	3	3	Families are welcome to participate with students at any time. The program uses district resources to create a plan for students with special needs

DI 2.c Program embraces the unique values, beliefs and family systems of each participant; encourages engagement and opportunities for involvement.	3	2	The program sends a letter in early fall that encourages volunteering, but does not include a specific ask Site coordinators ask for donated items and encourage families to attend events.
DI 3. a Program provides staff with information on the cultures and developmental needs of the participants.	X	3	Offering KIT training, 21st Century Conference Site Coordinator meetings-discuss inclusion strategies
DI 3. b Program provides staff with professional development opportunities to promote cultural competency and inclusive practices.	X	3	
DI 3. c Program provides supports, resources and coaching to assist staff in developing their cultural and inclusive competencies.	X	3	District resources available
DI Domain Average	3.00	2.89	

Diversity & Inclusion
INDEPENDENCE ELEMENTARY

In the domain Diversity and Inclusion the program average was 2.89 out of 4 possible points. The scores would be improved by making a more concerted effort to have families participate in the program. The scoring and notes are in the following chart.

Diversity and Inclusion (DI)			
A quality program respects and supports the diversity of children, youth, and families; seeking opportunities to cultivate the strengths of all participants within the larger community.			
Standard	**Staff Score**	**Observer Score**	**Evidence and Examples**
DI 1.a Program has inclusive policies	3	3	The inclusion policy is in the district handbook for the school day and in the employee handbook for afterschool. Any CSD student can register for after school programs
DI 1.b Program has policies in place that reflect the cultures and needs of the community they serve.	3	3	Basic policy is safety, respect, responsibility-reaches all cultures Sliding fee scale for program participation is implemented due to high poverty percentages
DI 1.c Program has policies in place that ensure the inclusion of children and youth regardless of developmental needs or cultural backgrounds.	3	3	Program has participants with needs that have been and continue to be addressed to ensure participation
DI 2.a Program is sensitive to the culture and language of families and participants served.	3	3	Bilingual staff are at each site Family nights, always have an interpreter All communication goes out in Spanish/English
DI 2.b Program is accessible and responsive to all families and participants.	3	4	Applications for BTB are distributed school wide Uses district resources to create a plan for students with special needs

DI 2.c Program embraces the unique values, beliefs and family systems of each participant; encourages engagement and opportunities for involvement.	3	2	The program sends a letter in early fall that encourages volunteering, but does not include a specific ask Site coordinators ask for donated items and encourage families to attend events.
DI 3. a Program provides staff with information on the cultures and developmental needs of the participants.	2	3	Offering KIT training, 21st Century Conference Site Coordinator meetings-discuss inclusion strategies
DI 3. b Program provides staff with professional development opportunities to promote cultural competency and inclusive practices.	2	3	
DI 3. c Program provides supports, resources and coaching to assist staff in developing their cultural and inclusive competencies.	2	3	District resources available
DI Domain Average	2.67	2.89	

Diversity & Inclusion
MONMOUTH ELEMENTARY

In the domain Diversity and Inclusion the program average was 2.89 out of 4 possible points. The scores would be improved by making a more concerted effort to have families participate in the program. The scoring and notes are in the following chart.

Diversity and Inclusion (DI) A quality program respects and supports the diversity of children, youth, and families; seeking opportunities to cultivate the strengths of all participants within the larger community.			
Standard	**Staff Score**	**Observer Score**	**Evidence and Examples**
DI 1.a Program has inclusive policies	3	3	The inclusion policy is in the district handbook for the school day and in the employee handbook for afterschool. Any CSD student can register for after school programs
DI 1.b Program has policies in place that reflect the cultures and needs of the community they serve.	2	3	Basic policy is safety, respect, responsibility-reaches all cultures Sliding fee scale for program participation is implemented due to high poverty percentages
DI 1.c Program has policies in place that ensure the inclusion of children and youth regardless of developmental needs or cultural backgrounds.	3	3	Program has participants with needs that have been and continue to be addressed to ensure participation
DI 2.b Program is accessible and responsive to all families and participants.	3	3	Families are welcome to participate with students at any time. We have held 3 Science Family Nights inviting families to participate in and learn from their students the curriculum taught each sessions. In signs and instructions to activities were translated in both English and Spanish. Families were invited to attend the District wide BTBC Career Fair. One example of responsiveness is the inclusion of a medically fragile student who has a one-on-one nurse The program uses district resources to create a plan for students with special needs

DI 2.c Program embraces the unique values, beliefs and family systems of each participant; encourages engagement and opportunities for involvement.	3	2	The program sends a letter in early fall that encourages volunteering, but does not include a specific ask Site coordinators ask for donated items and encourage families to attend events.
DI 3. a Program provides staff with information on the cultures and developmental needs of the participants.	3	3	Offering KIT training, 21st Century Conference Site Coordinator meetings-discuss inclusion strategies
DI 3. b Program provides staff with professional development opportunities to promote cultural competency and inclusive practices.	X	3	
DI 3. c Program provides supports, resources and coaching to assist staff in developing their cultural and inclusive competencies.	3	3	District resources available
DI Domain Average	2.88	2.89	

Diversity & Inclusion
TALMADGE MIDDLE SCHOOL

In the domain Diversity and Inclusion the program average was 2.89 out of 4 possible points. The scores would be improved by making a more concerted effort to have families participate in the program. The scoring and notes are in the following chart.

Diversity and Inclusion (DI) A quality program respects and supports the diversity of children, youth, and families; seeking opportunities to cultivate the strengths of all participants within the larger community.			
Standard	Staff Score	Observer Score	Evidence and Examples
DI 1.a Program has inclusive policies	3	3	The inclusion policy is in the district handbook for the school day and in the employee handbook for afterschool. Any CSD student can register for after school programs
DI 1.b Program has policies in place that reflect the cultures and needs of the community they serve.	3	3	Basic policy is safety, respect, responsibility-reaches all cultures Sliding fee scale for program participation is implemented due to high poverty percentages
DI 1.c Program has policies in place that ensure the inclusion of children and youth regardless of developmental needs or cultural backgrounds.	3	3	Program has participants with needs that have been and continue to be addressed to ensure participation
DI 2.a Program is sensitive to the culture and language of families and participants served.	3	3	Bilingual staff are at each site Family nights, always have an interpreter All communication goes out in Spanish/English
DI 2.b Program is accessible and responsive to all families and participants.	3	3	Families are welcome to participate with students at any time. The program uses district resources to create a plan for students with special needs

DI 2.c Program embraces the unique values, beliefs and family systems of each participant; encourages engagement and opportunities for involvement.	2.5	2	The program sends a letter in early fall that encourages volunteering, but does not include a specific ask Site coordinators ask for donated items and encourage families to attend events. The program invited all families to Science Nights and to BTBC Career Fair but had low parent attendance
DI 3. a Program provides staff with information on the cultures and developmental needs of the participants.	2	3	Offering KIT training, 21st Century Conference Site Coordinator meetings-discuss inclusion strategies
DI 3. b Program provides staff with professional development opportunities to promote cultural competency and inclusive practices.	3	3	
DI 3. c Program provides supports, resources and coaching to assist staff in developing their cultural and inclusive competencies.	3	3	District resources available
DI Domain Average	2.83	2.89	

Diversity & Inclusion
CENTRAL HIGH SCHOOL

In the domain Diversity and Inclusion the program average was 2.89 out of 4 possible points. The scores would be improved by making a more concerted effort to have families participate in the program. The scoring and notes are in the following chart.

Diversity and Inclusion (DI)
A quality program respects and supports the diversity of children, youth, and families; seeking opportunities to cultivate the strengths of all participants within the larger community.

Standard	Staff Score	Observer Score	Evidence and Examples
DI 1.a Program has inclusive policies	3	3	The inclusion policy is in the district handbook for the school day and in the employee handbook for afterschool. Any CSD student can register for after school programs
DI 1.b Program has policies in place that reflect the cultures and needs of the community they serve.	X	3	Basic policy is safety, respect, responsibility-reaches all cultures Sliding fee scale for program participation is implemented due to high poverty percentages
DI 1.c Program has policies in place that ensure the inclusion of children and youth regardless of developmental needs or cultural backgrounds.	3	3	Program has participants with needs that have been and continue to be addressed to ensure participation
DI 2.a Program is sensitive to the culture and language of families and participants served.	3	3	Bilingual staff are at each site Family nights, always have an interpreter All communication goes out in Spanish/English
DI 2.b Program is accessible and responsive to all families and participants.	3	3	Families are welcome to participate with students at any time. The program uses district resources to create a plan for students with special needs

DI 2.c Program embraces the unique values, beliefs and family systems of each participant; encourages engagement and opportunities for involvement.	3	2	The program sends a letter in early fall that encourages volunteering, but does not include a specific ask Site coordinators ask for donated items and encourage families to attend events.
DI 3. a Program provides staff with information on the cultures and developmental needs of the participants.	X	3	Offering KIT training, 21st Century Conference Site Coordinator meetings-discuss inclusion strategies
DI 3. b Program provides staff with professional development opportunities to promote cultural competency and inclusive practices.	X	3	
DI 3. c Program provides supports, resources and coaching to assist staff in developing their cultural and inclusive competencies.	X	3	District resources available
DI Domain Average	3.00	2.89	

Families, Community & Schools

ASH CREEK

In the domain Families, Communities, and Schools the site's average was 2.45 out of 4 possible points. Scores could be improved by creating opportunities for parents to participate in the program, to provide input and have that input be incorporated into the program. Additional work should be done to improve communication and partnership with the school day.

> Families, Communities, and Schools (FCS)
> Standard A: A quality program develops, nurtures, and maintains strong relationships with families to fully support children and youth.
> Standard B: A quality program develops, nurtures and maintains strong relationships with community organizations, including schools, to fully support children and youth.

Standard	Staff Score	Observer Score	Evidence and Examples
FCS A.1.a Program has an established system of mutually respectful two-way communication with families.	3	3	Monthly calendars are posted on website, letters home at beginning of each session, invites and RSVP letters sent home inviting families to family nights, phone calls home when needed and face to face interaction nightly at parent pick up. Fall intro letter to all families in district in back to school packet Site bulletin board Parents interact mostly with SC in person, email, and by phone
FCS A.1.b Program solicits and considers family input when making program or policy decisions.	2	2	Family, student surveys, spring 2016 Students: daily schedule, youth voice, expectations, respect, safety, belonging, friendships, learned new things, fun, bored, hw helpful?, favorite activity/club, changes, other offerings? Families: Family input is encouraged, but little is received.
FCS A.1.c Program actively seeks family input and participation in the evaluation and operation of the program.	2	2	
FCS A.2.a Program collections information about the participant's families on an annual basis.	2	3	Families are listed in Power School and BTBC has access First language, siblings, medications, etc

FCS A.2.b Program encourages families to share their cultures, interests, abilities, and customs.	3	2	In an introductory letter to all district families, families are encouraged to participate but there is no evidence of formal follow-up.
FCS A.2.c Program incorporates families' cultures, interests, languages, and customs into the implementation of program activities.	2	2	Aware of large Spanish speaking population in the district and offers bilingual tutors and instructors. The staff frequently ask students about their interests and try to provide activities that meet those interests.
FCS A.3.a Program provides opportunities for families to connect with each other.	3	3	GED classes, Family Nights, partner with school day on academic nights and other family fun events
FCS A.3.b Program offers informal social events and activities for families.	2	1	No
FCS A.3.c Program utilizes family members to create and implement family events.	2	2	Families are not included in the creation of family events but parent volunteers are used at events
FCS B.1.a Program has information for families on the resources available in the community.	3	3	Website-link to YMCA and library Across from HS-building is a Polk County resource center Student health center
FCS B.1.b Program offers opportunities for community organizations and families to interact.	2	2	WOU put on a luau-multicultural awareness
FCS B.1.c Program connects families with specific community resources to assist in meeting the needs of the family and/or program participant.	2	2	Worked with Chemeketa Community College to offer GED classes in English and Spanish for parents
FCS B.2.a Program asks children and youth what they know about their community.	3	3	
FCS B.2.b Program capitalizes on local opportunities to engage children and youth in their community.	2	3	BTBC held a Career Fair, that invited members of the community in to share their jobs and involvement within the community
FCS B.2.c Program partners with local community organizations to incorporate service-learning and community-service activities into the program structure.	2	3	

FCS B.3.a Program has existing relationship with the school in their community.	3	3	The program exists in the school building. Site Coordinators work closely with teachers and school administrators.
FCS B.3.b Program has an established communication system with the schools in their community ie: school events, homework policies, etc.	3	3	
FCS B.3.c Program meets at least 2x per year with a representative from the schools in their community to share goals and encourage partnerships.	3	4	Program Director attends Principal meetings at least 3-4 times/year
FCS B.4.a Program has knowledge of the school improvement plan.	2	2	Yes. Site Coordinator feels that better collaboration is needed.
FCS B.4.b Program implements activities that support the school goals and improvement plan.	X	2	
FCS B.4.c Program is an identified partner in the school's improvement plan.	X	X	Not enough information collected to score.
FCS Domain Average	2.42	2.45	

Families, Community & Schools

INDEPENDENCE ELEMENTARY

In the domain Families, Communities, and Schools the site's average was 2.30 out of 4 possible points. Scores could be improved by creating opportunities for parents to participate in the program, to provide input and have that input be incorporated into the program. Additional work should be done to improve communication and partnership with the school day.

Families, Communities, and Schools (FCS)
Standard A: A quality program develops, nurtures, and maintains strong relationships with families to fully support children and youth.
Standard B: A quality program develops, nurtures and maintains strong relationships with community organizations, including schools, to fully support children and youth.

Standard	Staff Score	Observer Score	Evidence and Examples
FCS A.1.a Program has an established system of mutually respectful two-way communication with families.	3	3	Fall intro letter to all families in district in back-to-school packet Website-parents go there for information Site Coordinators send site specific information home Site bulletin boards Parents interact mostly with SC in person, email, and by phone
FCS A.1.b Program solicits and considers family input when making program or policy decisions.	2	2	Family, student surveys, spring 2016 Students: daily schedule, youth voice, expectations, respect, safety, belonging, friendships, learned new things, fun, bored, hw helpful?, favorite activity/club, changes, other offerings? Families: Family input is encouraged, but little is received.
FCS A.1.c Program actively seeks family input and participation in the evaluation and operation of the program.	2	2	
FCS A.2.a Program collections information about the participant's families on an annual basis.	2	3	Families are listed in Power School and BTBC has access First language, siblings, medications, etc

FCS A.2.b Program encourages families to share their cultures, interests, abilities, and customs.	3	2	In an introductory letter to all district families, families are encouraged to participate but there is no evidence of formal follow-up.
FCS A.2.c Program incorporates families' cultures, interests, languages, and customs into the implementation of program activities.	3	2	Aware of large Spanish speaking population in the district and offers bilingual tutors and instructors. The staff frequently ask students about their interests and try to provide activities that meet those interests.
FCS A.3.a Program provides opportunities for families to connect with each other.	3	3	GED classes, Family Nights, partner with school day on academic nights and other family fun events
FCS A.3.b Program offers informal social events and activities for families.	3	1	No
FCS A.3.c Program utilizes family members to create and implement family events.	3	2	Families are not included in the creation of family events but parent volunteers are used at events
FCS B.1.a Program has information for families on the resources available in the community.	2	3	Website-link to YMCA and library Across from HS-building is a Polk County resource center Student health center
FCS B.1.b Program offers opportunities for community organizations and families to interact.	2	2	WOU put on a luau-multicultural awareness
FCS B.1.c Program connects families with specific community resources to assist in meeting the needs of the family and/or program participant.	2	2	Worked with Chemeketa Community College to offer GED classes in English and Spanish for parents
FCS B.2.a Program asks children and youth what they know about their community.	3	3	
FCS B.2.b Program capitalizes on local opportunities to engage children and youth in their community.	3	3	Career Education unit involved many discussions with kids about their community BTBC held a Career Fair, that invited members of the community in to share their jobs and involvement within the community.
FCS B.2.c Program partners with local community organizations to incorporate service-learning and community-service activities into the program structure.	2	2	

FCS B.3.a Program has exisiting relationship with the school in their community.	3	3	The program exists in the school building.
FCS B.3.b Program has an established communication system with the schools in their community ie: school events, homework policies, etc.	3	2	Site Coordinator tried to establish rapport with school personnel and keep lines of communication open regarding school assignments, as well as the projects in after school.
FCS B.3.c Program meets at least 2x per year with a representative from the schools in their community to share goals and encourage partnerships.	2	4	This is done by the program director.
FCS B.4.a Program has knowledge of the school improvement plan.	X	1	The site coordinator is not aware of the details of the school improvement plan.
FCS B.4.b Program implements activities that support the school goals and improvement plan.	X	1	
FCS B.4.c Program is an identified partner in the school's improvement plan.	X	X	Not enough information collected to score.
FCS Domain Average	2.61	2.30	

Families, Community & Schools

MONMOUTH ELEMENTARY

In the domain Families, Communities, and Schools the site's average was 2.50 out of 4 possible points. Scores could be improved by creating opportunities for parents to participate in the program, and to provide input and have that input be incorporated into the program. Additional work should be done to improve communication and partnership with the school day.

Families, Communities, and Schools (FCS)
Standard A: A quality program develops, nurtures, and maintains strong relationships with families to fully support children and youth.
Standard B: A quality program develops, nurtures and maintains strong relationships with community organizations, including schools, to fully support children and youth.

Standard	Staff Score	Observer Score	Evidence and Examples
FCS A.1.a Program has an established system of mutually respectful two-way communication with families.	3	3	Monthly calendars are posted on website, letters home at beginning of each session, invites and RSVP letters sent home inviting families to family nights, phone calls home when needed and face to face interaction nightly at parent pick up. Fall intro letter to all families in district in back to school packet Site bulletin board Parents interact mostly with SC in person, email, and by phone
FCS A.1.b Program solicits and considers family input when making program or policy decisions.	3	2	Family, student surveys, spring 2016 Students: daily schedule, youth voice, expectations, respect, safety, belonging, friendships, learned new things, fun, bored, hw helpful?, favorite activity/club, changes, other offerings? Families: Family input is encouraged, but little is received.
FCS A.1.c Program actively seeks family input and participation in the evaluation and operation of the program.	3	2	
FCS A.2.a Program collections information about the participant's families on an annual basis.	3	3	Families are listed in Power School and BTBC has access First language, siblings, medications, etc

FCS A.2.b Program encourages families to share their cultures, interests, abilities, and customs.	3	2	In an introductory letter to all district families, families are encouraged to participate but there is no evidence of formal follow-up.
FCS A.2.c Program incorporates families' cultures, interests, languages, and customs into the implementation of program activities.	2	2	Aware of large Spanish speaking population in the district and offers bilingual tutors and instructors. The staff frequently ask students about their interests and try to provide activities that meet those interests.
FCS A.3.a Program provides opportunities for families to connect with each other.	2	3	GED classes, Family Nights, partner with school day on academic nights and other family fun events
FCS A.3.b Program offers informal social events and activities for families.	2	1	No
FCS A.3.c Program utilizes family members to create and implement family events.	2	2	Families are not included in the creation of family events but parent volunteers are used at events
FCS B.1.a Program has information for families on the resources available in the community.	3	3	Website-link to YMCA and library Across from HS-building is a Polk County resource center Student health center The program has invited local community partners to attend the program, give presentations as well as provide family with local community resources both verbally and in writing.
FCS B.1.b Program offers opportunities for community organizations and families to interact.	3	2	WOU put on a luau-multicultural awareness
FCS B.1.c Program connects families with specific community resources to assist in meeting the needs of the family and/or program participant.	2	2	Worked with Chemeketa Community College to offer GED classes in English and Spanish for parents
FCS B.2.a Program asks children and youth what they know about their community.	2	3	
FCS B.2.b Program capitalizes on local opportunities to engage children and youth in their community.	2	3	Career Education unit involved many discussions with kids about their community BTBC held a Career Fair, that invited members of the community in to share their jobs and involvement within the community.
FCS B.2.c Program partners with local community organizations to incorporate service-learning and community-service activities into the program structure.	2	2	

FCS B.3.a Program has existing relationship with the school in their community.	3	3	The program exists in the school building. Site Coordinators work closely with teachers and school administrators.
FCS B.3.b Program has an established communication system with the schools in their community ie: school events, homework policies, etc.	3	3	
FCS B.3.c Program meets at least 2x per year with a representative from the schools in their community to share goals and encourage partnerships.	3	4	Program Director attends Principal meetings at least 3-4 times/year
FCS B.4.a Program has knowledge of the school improvement plan.	2	X	
FCS B.4.b Program implements activities that support the school goals and improvement plan.	2	X	Not enough information collected to score.
FCS B.4.c Program is an identified partner in the school's improvement plan.	2	X	
FCS Domain Average	2.52	2.50	

Families, Community & Schools

TALMADGE MIDDLE SCHOOL

In the domain Families, Communities, and Schools the site's average was 2.14 out of 4 possible points. Scores could be improved by creating opportunities for parents to participate in the program, and to provide input and have that input be incorporated into the program. Additional work should be done to improve communication and partnership with the school day.

Families, Communities, and Schools (FCS)
Standard A: A quality program develops, nurtures, and maintains strong relationships with families to fully support children and youth.
Standard B: A quality program develops, nurtures and maintains strong relationships with community organizations, including schools, to fully support children and youth.

Standard	Staff Score	Observer Score	Evidence and Examples
FCS A.1.a Program has an established system of mutually respectful two-way communication with families.	3	3	Monthly calendars are posted on website, letters home at beginning of each session, invites and RSVP letters sent home inviting families to family nights, phone calls home when needed and face to face interaction nightly at parent pick up. Fall intro letter to all families in district in back to school packet Site bulletin board Parents interact mostly with SC in person, email, and by phone Site Coordinator attends TMS Registration Night, open house, and registration for families to receive additional information about Cougar Zone.
FCS A.1.b Program solicits and considers family input when making program or policy decisions.	2	2	Families: Family input is welcomed, but little is received.
FCS A.1.c Program actively seeks family input and participation in the evaluation and operation of the program.	2	2	
FCS A.2.a Program collections information about the participant's families on an annual basis.	3	3	Families are listed in Power School and BTBC has access First language, siblings, medications, etc

FCS A.2.b Program encourages families to share their cultures, interests, abilities, and customs.	2	2	In an introductory letter to all district families, families are encouraged to participate but there is no evidence of formal follow-up.
FCS A.2.c Program incorporates families' cultures, interests, languages, and customs into the implementation of program activities.	2	2	Aware of large Spanish speaking population in the district and offers bilingual tutors and instructors. The staff frequently ask students about their interests and try to provide activities that meet those interests.
FCS A.3.a Program provides opportunities for families to connect with each other.	2	2	The program offered an ELL Night and Family Science Night, but was poorly attended by TMS parents. They attempted to have a Family STEAM Night in the Spring, but it was cancelled due to staff illness and lack of interest from families.
FCS A.3.b Program offers informal social events and activities for families.	2	1	No
FCS A.3.c Program utilizes family members to create and implement family events.	2	2	Families are not included in the creation of family events but parent volunteers are used at events
FCS B.1.a Program has information for families on the resources available in the community.	2	2	Website-link to YMCA and library Across from HS-building is a Polk County resource center Student health center
FCS B.1.b Program offers opportunities for community organizations and families to interact.	2	2	WOU put on a luau-multicultural awareness
FCS B.1.c Program connects families with specific community resources to assist in meeting the needs of the family and/or program participant.	2	2	Worked with Chemeketa Community College to offer GED classes in English and Spanish for parents
FCS B.2.a Program asks children and youth what they know about their community.	2	3	
FCS B.2.b Program capitalizes on local opportunities to engage children and youth in their community.	2	3	Career Education unit involved many discussions with kids about their community BTBC held a Career Fair, that invited members of the community in to share their jobs and involvement within the community.
FCS B.2.c Program partners with local community organizations to incorporate service-learning and community-service activities into the program structure.	2	2	

FCS B.3.a Program has existing relationship with the school in their community.	2	3	The program exists in the school building. Site Coordinators work closely with teachers and school administrators.
FCS B.3.b Program has an established communication system with the schools in their community ie: school events, homework policies, etc.	2	2	
FCS B.3.c Program meets at least 2x per year with a representative from the schools in their community to share goals and encourage partnerships.	X	4	Program Director attends Principal meetings at least 3-4 times/year
FCS B.4.a Program has knowledge of the school improvement plan.	X	1	Site Coordinator is not aware of the School Improvement Plan.
FCS B.4.b Program implements activities that support the school goals and improvement plan.	X	1	
FCS B.4.c Program is an identified partner in the school's improvement plan.	X	1	
FCS Domain Average	2.12	2.14	

Families, Community & Schools

CENTRAL HIGH SCHOOL

In the domain Families, Communities, and Schools the site's average was 2.18 out of 4 possible points. Scores could be improved by creating opportunities for parents to provide input and have that input be incorporated into the program. Additional work should be done to improve communication and partnership with the school day.

Families, Communities, and Schools (FCS)
Standard A: A quality program develops, nurtures, and maintains strong relationships with families to fully support children and youth.
Standard B: A quality program develops, nurtures and maintains strong relationships with community organizations, including schools, to fully support children and youth.

Standard	Staff Score	Observer Score	Evidence and Examples
FCS A.1.a Program has an established system of mutually respectful two-way communication with families.	3	3	Weekly schedules are posted on website, letters home at beginning of each session, invites and RSVP letters sent home inviting families to family nights, phone calls home when needed Fall intro letter to all families in district in back to school packet
FCS A.1.b Program solicits and considers family input when making program or policy decisions.	2	2	Families: Family input is welcomed, but little is received.
FCS A.1.c Program actively seeks family input and participation in the evaluation and operation of the program.	2	2	
FCS A.2.a Program collections information about the participant's families on an annual basis.	3	3	Families are listed in Power School and BTBC has access First language, siblings, medications, etc

FCS A.2.b Program encourages families to share their cultures, interests, abilities, and customs.	2	2	In an introductory letter to all district families, families are encouraged to participate but there is no evidence of formal follow-up.
FCS A.2.c Program incorporates families' cultures, interests, languages, and customs into the implementation of program activities.	2	2	Aware of large Spanish speaking population in the district and offers bilingual tutors and instructors. The staff frequently ask students about their interests and try to provide activities that meet those interests.
FCS A.3.a Program provides opportunities for families to connect with each other.	2	2	Attempts at parent night, Latino Parent nights, have been offered and have been poorly attended by CHS parents
FCS A.3.b Program offers informal social events and activities for families.	2	2	
FCS A.3.c Program utilizes family members to create and implement family events.	2	2	Families are not included in the creation of family events but parent volunteers are used at events
FCS B.1.a Program has information for families on the resources available in the community.	2	2	Website-link to YMCA and library Across from HS-building is a Polk County resource center Student health center
FCS B.1.b Program offers opportunities for community organizations and families to interact.	2	2	WOU put on a luau-multicultural awareness
FCS B.1.c Program connects families with specific community resources to assist in meeting the needs of the family and/or program participant.	2	2	Worked with Chemeketa Community College to offer GED classes in English and Spanish for parents
FCS B.2.a Program asks children and youth what they know about their community.	X	X	Not enough information to score.
FCS B.2.b Program capitalizes on local opportunities to engage children and youth in their community.	1	X	
FCS B.2.c Program partners with local community organizations to incorporate service-learning and community-service activities into the program structure.	2	X	

FCS B.3.a Program has existing relationship with the school in their community.	?	3	The program exists in the school building.
FCS B.3.b Program has an established communication system with the schools in their community ie: school events, homework policies, etc.	2	2	
FCS B.3.c Program meets at least 2x per year with a representative from the schools in their community to share goals and encourage partnerships.	?	4	Program Director attends Principal meetings at least 3-4 times/year
FCS B.4.a Program has knowledge of the school improvement plan.	1	1	Site Coordinator requested a copy from building admin, but hasn't received it
FCS B.4.b Program implements activities that support the school goals and improvement plan.	1.5	1	School staff have been unwilling to communicate about goals.
FCS B.4.c Program is an identified partner in the school's improvement plan.	X	X	Not enough information to score.
FCS Domain Average	1.97	2.18	

Health, Safety & Nutrition
ASH CREEK

In the domain Health, Safety, and Nutrition the program scored an average of 2.63 out 4 possible points. Scores would be improved by showing an intentional link to physical activity in all aspects of the program offering health and nutrition education to students and families.

Health, Safety, and Nutrition (HSN)			
A quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encourage children and youth to manage health and safety practices independently.			
Standard	**Staff Score**	**Observer Score**	**Evidence and Examples**
HSN - 1.a Program ensures that all children and youth are appropriately supervised at all times; following appropriate group ratios according to their abilities, ages, and needs.	3.5	4	Recess, Power Hour and Enrichment activities have at least 3 staff members with students at all times. Observed staff to child ratios as low as 4:25
HSN 1b. Program implements a clearly outlined set of arrival, dismissal, and pick-up procedures and tracks participant movements from one location to another within the program setting.	3.5	3	Letters are sent home at the beginning of each session with schedule and the schedule is posted on board. Student attendance is checked at the beginning of the program time. Students move from activity to activity in groups. When traveling to the bathroom they need to get a pass from an instructor.
HSN 1c. Program implements security procedures to ensure the safety of all participants and staff both on and off site.	3	3	Discussed in trainings and at weekly staff meetings.
HSN 2a. Program provides healthy snacks and meals.	3.5	4	Protein, Vegetable, Fruit and Milk served at every snack.

HSN 2b. Program educates participants about healthy foods and encourages them to eat food portions appropriate to their individual age and needs.	2	2	Students eat in the school cafeteria. They are served a complete meal and choose which portions of it to eat. Education about healthy foods and portions is not offered.
HSN 2c. Program provides a healthy eating environment and provides opportunities for participants to select healthy snack and meal options.	2	2	
HSN 3a. Program provides a balance of active and quiet activities that are inclusive of all children and youth in the program and encourages students to make healthy choices.	3	3	Recess, Power Hour and Enrichment.
HSN 3b. Program uses physical activity whenever appropriate to achieve general program goals.	2.5	2	Group games, 2 Recesses, Fitness clubs. Students would like more time for physical activities.
HSN 3c. Program uses physical activity and fitness strategies in all aspects of program planning, when appropriate. This may include: play, recreational activities, sports, skill development, academics, and/or creative expression.	2.5	2	Enrichment- group games, dance club, soccer, basketball Integration into all activities was not observed.
HSN 4a. Program has policies and procedures in place for emergency drills and safety plans.	2.5	2	Site Coordinators participated in school drills and discussed with administrators. Procedures are not practiced in afterschool.
HSN 4b. Program has a comprehensive plan in place for keeping children, staff, and families safe during an emergency. If located in a school, this plan aligns with the school plan and school staff is aware of it.	2.5	2	
HSN 4c. Program educates children, staff, and families on emergency policies, procedures, and plans and includes their input in the evaluation of these plans.	2	2	

HSN 5a. Program has policies and procedures in place that ensure the environment is clean, sanitary, and that reduce the spread of illness.	2	3	Custodian on site Sanitizing tables Hand sanitizer before snack
HSN 5b. Program encourages participants in practicing healthy habits.	2	X	Not enough information collected to score.
HSN 5c. Program educates children, youth, staff, and families on healthy practices; including how to manage one's own health.	2	X	Not enough information collected to rate.
HSN 6a. Program ensures that television, video and computer content is appropriate for ages of children, non-violent, and culturally sensitive and at least one alternative activity is available while television/video/DVD or computer is used.	3	3	Rules and guidelines are in place for i-pads. Discussed with students at least once per session.
HSN 6b. Program's use of screen viewing encourages active involvement, dancing, singing, creativity, etc.	2	3	Screen time is limited to HW If recreation is offered, other educational, unplugged activities are completed first. Screen involvement was included in Career Readiness Packet. OSMOs at each school, educational, encourages collaboration and creativity.
HSN 6c. Parents are informed if screen media are used in the program and program limits screen time to no more than 15 minute increments (with the exception of all day programs when it is limited to 30 minute increments) except for completing homework assignments or children with disabilities who require the use of assistive and adaptive computer technology	2	2	Parents are not informed of when students are using i-pads. Coding Curriculum exceeds 15 minute increments.
HSN Domain Average	2.50	2.63	

Health, Safety & Nutrition
INDEPENDENCE ELEMENTARY

In the domain Health, Safety, and Nutrition the program scored an average of 2.63 out 4 possible points. Scores would be improved by showing an intentional link to physical activity in all aspects of the program offering health and nutrition education to students and families.

Health, Safety, and Nutrition (HSN)
A quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encourage children and youth to manage health and safety practices independently.

Standard	Staff Score	Observer Score	Evidence and Examples
HSN - 1.a Program ensures that all children and youth are appropriately supervised at all times; following appropriate group ratios according to their abilities, ages, and needs.	3	3	
HSN 1b. Program implements a clearly outlined set of arrival, dismissal, and pick-up procedures and tracks participant movements from one location to another within the program setting.	3	3	2-way radios are available for staff communication about student movement. Student attendance is checked at the beginning of the program time. Students move from activity to activity in groups. The student sign-out sheet is not closely monitored during the program time. Parent pickup at the end of the day was not observed.
HSN 1c. Program implements security procedures to ensure the safety of all participants and staff both on and off site.	3	3	Discussed in trainings and at weekly staff meetings.
HSN 2a. Program provides healthy snacks and meals.	3	3	Protein, Vegetable, Fruit and Milk served at every snack.

HSN 2b. Program educates participants about healthy foods and encourages them to eat food portions appropriate to their individual age and needs.	3	3	An art lesson using various vegetables as stamps was observed. Students had an opportunity to taste the veggies first. Instructors helped students identify each one and explained that they are healthy foods. The Cooking Club made fruit and yogurt smoothies and served them to all of the children and staff.
HSN 2c. Program provides a healthy eating environment and provides opportunities for participants to select healthy snack and meal options.	3	2	Students eat in the school cafeteria. They are served a complete meal and choose which portions of it to eat.
HSN 3a. Program provides a balance of active and quiet activities that are inclusive of all children and youth in the program and encourages students to make healthy choices.	3	3	Recess, time to read, PE, and Enrichment.
HSN 3b. Program uses physical activity whenever appropriate to achieve general program goals.	4	3	Excellent PE program (offered several times a week)
HSN 3c. Program uses physical activity and fitness strategies in all aspects of program planning, when appropriate. This may include: play, recreational activities, sports, skill development, academics, and/or creative expression.	3	2	Integration into all activities was not observed.
HSN 4a. Program has policies and procedures in place for emergency drills and safety plans.	2	2	
HSN 4b. Program has a comprehensive plan in place for keeping children, staff, and families safe during an emergency. If located in a school, this plan aligns with the school plan and school staff is aware of it.	2	2	Site Coordinators and students participate in school day drills and discussed with administrators. Procedures are not practiced in afterschool.
HSN 4c. Program educates children, staff, and families on emergency policies, procedures, and plans and includes their input in the evaluation of these plans.	2	2	

HSN 5a. Program has policies and procedures in place that ensure the environment is clean, sanitary, and that reduce the spread of illness.	3	3	Custodian on site Sanitizing tables Hand sanitizer before snack
HSN 5b. Program encourages participants in practicing healthy habits.	3	X	Not enough information collected to score.
HSN 5c. Program educates children, youth, staff, and families on healthy practices; including how to manage one's own health.	3	X	Not enough information collected to rate.
HSN 6a. Program ensures that television, video and computer content is appropriate for ages of children, non-violent, and culturally sensitive and at least one alternative activity is available while television/video/DVD or computer is used.	3	3	When computers in library were used in program, they accessed only those programs that the school uses.
HSN 6b. Program's use of screen viewing encourages active involvement, dancing, singing, creativity, etc.	3	3	OSMOs at each school, educational, encourages collaboration If recreation is offered, other educational, unplugged activities are completed first. Screen involvement was included in Career Readiness Packet
HSN 6c. Parents are informed if screen media are used in the program and program limits screen time to no more than 15 minute increments (with the exception of all day programs when it is limited to 30 minute increments) except for completing homework assignments or children with disabilities who require the use of assistive and adaptive computer technology	3	2	iPads were used once a week for approximately 30 minutes. OSMOS were used more frequently, coding classes were taught in spring term - both OSMOS and coding were about 15-20 minutes long. Parents are aware of the activities but there is no specific notification about the length of screen time use.
HSN Domain Average	2.89	2.63	

Health, Safety & Nutrition
MONMOUTH ELEMENTARY

In the domain Health, Safety, and Nutrition the program scored an average of 2.75 out 4 possible points. Scores would be improved by showing an intentional link to physical activity in all aspects of the program offering health and nutrition education to students and families.

Health, Safety, and Nutrition (HSN)
A quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encourage children and youth to manage health and safety practices independently.

Standard	Staff Score	Observer Score	Evidence and Examples
HSN - 1.a Program ensures that all children and youth are appropriately supervised at all times; following appropriate group ratios according to their abilities, ages, and needs.	3	4	MES currently has a 1:4 staff to student ratio. We have seven staff members including the coordinator, and six of those staff members are with children at all times, the other staff member remains in the gym to monitor bathroom and water breaks, as well as curriculum set up, meal prep, and clean up. This is a rotating position.
HSN 1b. Program implements a clearly outlined set of arrival, dismissal, and pick-up procedures and tracks participant movements from one location to another within the program setting.	2	3	2-way radios are available for staff communication about student movement. Student attendance is checked at the beginning of the program time. Students move from activity to activity in groups. The student sign-out sheet is not closely monitored during the program time. Parent pickup at the end of the day was not observed.
HSN 1c. Program implements security procedures to ensure the safety of all participants and staff both on and off site.	2	3	Discussed in trainings and at weekly staff meetings.
HSN 2a. Program provides healthy snacks and meals.	3	3	Protein, Vegetable, Fruit and Milk served at every snack.

HSN 2b. Program educates participants about healthy foods and encourages them to eat food portions appropriate to their individual age and needs.	3	3	Students eat in the school cafeteria. They are served a complete meal and choose which portions of it to eat. In a cooking club and they discuss the food pyramid, and the ingredients that go into the recipes they cook.
HSN 2c. Program provides a healthy eating environment and provides opportunities for participants to select healthy snack and meal options.	3	3	The children are always offered a snack and they are welcome to have seconds on fruit, vegetables and milk
HSN 3a. Program provides a balance of active and quiet activities that are inclusive of all children and youth in the program and encourages students to make healthy choices.	3	3	Recess, Power Hour and Enrichment.
HSN 3b. Program uses physical activity whenever appropriate to achieve general program goals.	3	3	WOU students come and work with the students on exercise physiology. Enrichment- group games, dance club, soccer, basketball Integration into all activities was not observed.
HSN 3c. Program uses physical activity and fitness strategies in all aspects of program planning, when appropriate. This may include: play, recreational activities, sports, skill development, academics, and/or creative expression.	3	2	
HSN 4a. Program has policies and procedures in place for emergency drills and safety plans.	3	2	
HSN 4b. Program has a comprehensive plan in place for keeping children, staff, and families safe during an emergency. If located in a school, this plan aligns with the school plan and school staff is aware of it.	3	2	Site Coordinators participated in school drills and discussed with administrators. Procedures are not practiced in afterschool.
HSN 4c. Program educates children, staff, and families on emergency policies, procedures, and plans and includes their input in the evaluation of these plans.		2	

HSN 5a. Program has policies and procedures in place that ensure the environment is clean, sanitary, and that reduce the spread of illness.	3	3	Custodian on site Sanitizing tables Hand sanitizer before snack
HSN 5b. Program encourages participants in practicing healthy habits.	3	X	Not enough information collected to score.
HSN 5c. Program educates children, youth, staff, and families on healthy practices; including how to manage one's own health.	2	X	Not enough information collected to rate.
HSN 6a. Program ensures that television, video and computer content is appropriate for ages of children, non-violent, and culturally sensitive and at least one alternative activity is available while television/video/DVD or computer is used.	3	3	Rules and guidelines are in place for i-pads. OSMOs at each school are educational and encourage collaboration Screen involvement was included in Career Readiness Packet.
HSN 6b. Program's use of screen viewing encourages active involvement, dancing, singing, creativity, etc.	2	3	Screen time is limited to HW If recreation is offered, other educational, unplugged activities are completed first. Screen involvement was included in Career Readiness Packet. OSMOS are very creative and collaborative
HSN 6c. Parents are informed if screen media are used in the program and program limits screen time to no more than 15 minute increments (with the exception of all day programs when it is limited to 30 minute increments) except for completing homework assignments or children with disabilities who require the use of assistive and adaptive computer technology	2	2	Parents are not informed of when students are using i-pads. Coding Curriculum exceeds 15 minute increments. Parents are aware of the activities but there is no specific notification about the length of screen time use.
HSN Domain Average	2.71	2.75	

Health, Safety & Nutrition
TALMADGE MIDDLE SCHOOL

In the domain Health, Safety, and Nutrition the program scored an average of 2.69 out 4 possible points. Scores would be improved by showing an intentional link to physical activity in all aspects of the program offering health education to students and families.

Health, Safety, and Nutrition (HSN)
A quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encourage children and youth to manage health and safety practices independently.

Standard	Staff Score	Observer Score	Evidence and Examples
HSN - 1.a Program ensures that all children and youth are appropriately supervised at all times; following appropriate group ratios according to their abilities, ages, and needs.	3	4	Observed appropriate supervision. There are always at least 2 staff with the group, often more. At one point during an observation there were 6 staff and 11 students.
HSN 1b. Program implements a clearly outlined set of arrival, dismissal, and pick-up procedures and tracks participant movements from one location to another within the program setting.	3	4	Arrival and dismissal times were provided in Cougar Zone's acceptance letter and posted on the website. Some students were picked up early due to other commitments and activities. Staff used walkie talkies to communicate when students were leaving. Upon leaving, students are required to sign out. Students sign out and back in whenever they leave the area (bathroom, trip to their locker)
HSN 1c. Program implements security procedures to ensure the safety of all participants and staff both on and off site.	3	3	All exterior doors are locked at TMS at 4:00PM. Program staff discussed safety / security procedures at weekly staff meeting
HSN 2a. Program provides healthy snacks and meals.	3	3	Protein, Vegetable, Fruit and Milk served at every snack.

HSN 2b. Program educates participants about healthy foods and encourages them to eat food portions appropriate to their individual age and needs.	2	2	Students eat in the school cafeteria. They are served a complete meal and choose which portions of it to eat. Education about healthy foods and portion sizes was not apparent.
HSN 2c. Program provides a healthy eating environment and provides opportunities for participants to select healthy snack and meal options.	3	3	Meals are pre-served in a clean and organized kitchen, Often times students have options to at least two entrees
HSN 3a. Program provides a balance of active and quiet activities that are inclusive of all children and youth in the program and encourages students to make healthy choices.	3	3	Recess, Power Hour and Enrichment.
HSN 3b. Program uses physical activity whenever appropriate to achieve general program goals.	3	2	Students participate in appropriate physical activity during recess and fitness activities. Integration into all activities was not observed.
HSN 3c. Program uses physical activity and fitness strategies in all aspects of program planning, when appropriate. This may include: play, recreational activities, sports, skill development, academics, and/or creative expression.	3	2	
HSN 4a. Program has policies and procedures in place for emergency drills and safety plans.	3	2	Site Coordinators participated in school day drills and discussed with administrators. Procedures are not practiced in afterschool
HSN 4b. Program has a comprehensive plan in place for keeping children, staff, and families safe during an emergency. If located in a school, this plan aligns with the school plan and school staff is aware of it.	2	2	
HSN 4c. Program educates children, staff, and families on emergency policies, procedures, and plans and includes their input in the evaluation of these plans.	2	2	

HSN 5a. Program has policies and procedures in place that ensure the environment is clean, sanitary, and that reduce the spread of illness.	2.5	3	hand sanitizer before snack Tables are in the cafeteria and library are wiped down each night by program staff and students. The space is cleaned nightly be custodial staff.
HSN 5b. Program encourages participants in practicing healthy habits.	2	X	Not enough information collected to score
HSN 5c. Program educates children, youth, staff, and families on healthy practices; including how to manage one's own health.	2	X	Not enough information collected to rate.
HSN 6a. Program ensures that television, video and computer content is appropriate for ages of children, non-violent, and culturally sensitive and at least one alternative activity is available while television/video/DVD or computer is used.	3	3	Rules and guidelines are in place for i-pads. OSMOs at each school are educational and encourage collaboration Screen involvement was included in Career Readiness Packet.
HSN 6b. Program's use of screen viewing encourages active involvement, dancing, singing, creativity, etc.	3	3	Screen time is limited to HW If recreation is offered, other educational, unplugged activities are completed first. Screen involvement was included in Career Readiness Packet. Our program uses OSMOS for the iPads which is an interactive program. We also use them for origami designs.
HSN 6c. Parents are informed if screen media are used in the program and program limits screen time to no more than 15 minute increments (with the exception of all day programs when it is limited to 30 minute increments) except for completing homework assignments or children with disabilities who require the use of assistive and adaptive computer technology	2	2	Parents are not informed of when students are using i-pads. Coding Curriculum exceeds 15 minute increments. Parents are aware of the activities but there is no specific notification about the length of screen time use.
HSN Domain Average	2.64	2.69	

Health, Safety & Nutrition
CENTRAL HIGH SCHOOL

In the domain Health, Safety, and Nutrition the program scored an average of 2.53 out 4 possible points. Scores would be improved by offering physical activity, showing an intentional link to physical activity in all aspects of the program, and offering health education to students and families.

Health, Safety, and Nutrition (HSN)
A quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encourage children and youth to manage health and safety practices independently.

Standard	Staff Score	Observer Score	Evidence and Examples
HSN - 1.a Program ensures that all children and youth are appropriately supervised at all times; following appropriate group ratios according to their abilities, ages, and needs.	3	4	Observed appropriate supervision. During one observation there were 3 staff and 10 youth.
HSN 1b. Program implements a clearly outlined set of arrival, dismissal, and pick-up procedures and tracks participant movements from one location to another within the program setting.	3	3	Students are asked to sign/time in and sign/time out each night.
HSN 1c. Program implements security procedures to ensure the safety of all participants and staff both on and off site.	1.5	2	BTBC staff at CHS are trained in our lock down drills, fire drills and other safety procedures as they apply to CHS. Each are refreshed at the beginning of each new session. The security of the building is managed by school day staff.
HSN 2a. Program provides healthy snacks and meals.	3	3	Protein, Vegetable, Fruit and Milk served at every snack.

HSN 2b. Program educates participants about healthy foods and encourages them to eat food portions appropriate to their individual age and needs.	2	2	Students eat in the school cafeteria. They are served a complete meal and choose which portions of it to eat. Education about healthy foods and portion sizes was not apparent.
HSN 2c. Program provides a healthy eating environment and provides opportunities for participants to select healthy snack and meal options.	2.5	3	Meals are pre-portioned and served in a clean and organized kitchen.
HSN 3a. Program provides a balance of active and quiet activities that are inclusive of all children and youth in the program and encourages students to make healthy choices.	2.5	32	CHS students are mostly doing quiet study during program time. They are allowed to work in small groups and to interact with each other at an activity and noise level appropriate for all involved.
HSN 3b. Program uses physical activity whenever appropriate to achieve general program goals.	1	1	Physical activity is not provided
HSN 3c. Program uses physical activity and fitness strategies in all aspects of program planning, when appropriate. This may include: play, recreational activities, sports, skill development, academics, and/or creative expression.	1	1	
HSN 4a. Program has policies and procedures in place for emergency drills and safety plans.	3	4	BTBC staff at CHS are trained in our lock down drills, fire drills and other safety procedures as they apply to CHS. Each are refreshed at the beginning of each new session.
HSN 4b. Program has a comprehensive plan in place for keeping children, staff, and families safe during an emergency. If located in a school, this plan aligns with the school plan and school staff is aware of it.	3	4	
HSN 4c. Program educates children, staff, and families on emergency policies, procedures, and plans and includes their input in the evaluation of these plans.	2	X	It is not apparent if these procedures are practiced during the afterschool program or if parents are aware of the plans

HSN 5a. Program has policies and procedures in place that ensure the environment is clean, sanitary, and that reduce the spread of illness.	2.5	3	The space is cleaned nightly be custodial staff.
HSN 5b. Program encourages participants in practicing healthy habits.	3	2	Tissues are provided, band-aids; students can leave at anytime to wash hands.
HSN 5c. Program educates children, youth, staff, and families on healthy practices; including how to manage one's own health.	X	1	Program is not providing health education.
HSN 6a. Program ensures that television, video and computer content is appropriate for ages of children, non-violent, and culturally sensitive and at least one alternative activity is available while television/video/DVD or computer is used.	3	3	The school has content blockers to keep students off inappropriate websites. Students are monitored to make sure they aren't on inappropriate sites. They are allowed to use as much screen time as they need to complete their work.
HSN 6b. Program's use of screen viewing encourages active involvement, dancing, singing, creativity, etc.	3	2	Screen time is used for homework.
HSN 6c. Parents are informed if screen media are used in the program and program limits screen time to no more than 15 minute increments (with the exception of all day programs when it is limited to 30 minute increments) except for completing homework assignments or children with disabilities who require the use of assistive and adaptive computer technology	2	3	CHS requires all students to have an internet use contract before being given a log-in to access the internet.
HSN Domain Average	2.41	2.53	

Highly Skilled Personnel
ALL SITES

In the domain Highly Skilled Personnel the program scored an average of 3.0 out of 4 possible points. The scoring and evidence are detailed in the following chart.

Highly Skilled Personnel (HSP) A quality program employs staff that has both the academic and experiential knowledge that is needed to successfully perform their jobs. Ongoing development plans ensure that staff has the required credentials and knowledge to meet the needs of the children and youth in their programs.		
HSP 1a. Program provides staff with information regarding local training opportunities.	4	21st CCLC conference for all staff, offered to all OregonASK conference All staff training-PBIS (district) MAT training, non-restraint training KIT training Gale Gorke OregonASK STEM trainings Medical Training provided before staff can start working with students. Safe Schools training as part of hiring process
HSP 1b. Program identifies staff development needs and seeks out appropriate training opportunities for staff.	3	Opportunities for staff to find their own opportunities and pursue them
HSP 1c. Program assesses professional development needs of staff and has a written plan with on and off-site training opportunities.	3	Every Friday: Morning Site Coordinators with Karen, Afternoon on site for training/planning Monthly meetings

HSP 2a. Program has a director that is committed to their own personal professional development and attends training opportunities.	3	Director attends conferences, trainings, and participates in a networking group of 21st CCLC leaders in the area.
HSP 2b. Program has a director that receives training in supervision and program management.	3	
HSP 2c. Program has a director who is actively engaged in the field of afterschool.	3	Staff opinions and ideas are welcomed.
HSP 3a. Program treats staff as professionals.	3	Staff opinions and ideas are welcomed.
HSP 3b. Program provides staff with opportunities for advancement of skills through job sharing, networking, mentoring, and other in-house opportunities.	3	BTBC has held multiple all staff trainings throughout the year. Including trainings that have provided PDU opportunities. Staff members are encouraged to attend 21st CCLC Conferences. BTBC staff have also lead trainings on science and coding.
HSP 3c. Program works with staff to achieve steps on the Oregon Registry, credentialing or other significant recognition of professional development.	2	Program director has provided information about the Oregon Registry to staff.
HSP 4a. Administration provides staff with training relevant to their job; meeting all applicable state training regulations.	3	See HSP 1.a
HSP 4b. Administration provides staff with training on planning suitable activities that correspond to the developmental needs of participants.	3	
HSP 4c. Administration provides staff with training on leadership, core academic areas, family and school engagement, supporting English language learners, and inclusive practices.	3	
HSP Domain Average	3.0	

Program Management
ALL SITES

In the Program Management domain the program averaged 2.73 overall. School District policies and procedures are carried into the after-school program and all the staff are district employees. BTBC has a solid program management structure in terms of record keeping, and hiring practices. Communication between the school district business office and the program about the budget has improved over last year. Scores would be improved if there were a formal feedback and evaluation process for all program staff.

Program Management (PM) A quality program has an effective management structure, based on program goals and mission, with policies and procedures that ensure the successful and sustainable implementation of the program.		
PM 1a. Program implements a recruitment and hiring process that ensures all staff have the personal attributes and professional qualifications appropriate for their position.	3	Apply through district system-screened in the system, then Program Director screens the candidates Hire by 3: 3 people on hiring committee (district staff), principals can be involved Job postings: WolfLink at WOU, Flyer at Chemeketa, district website Experience in schools or with school age children strongly encouraged
PM 1b. Program has a clear salary and benefits structure with compensation appropriate for the community, position requirements, and job duties	3	BTBC staff are school district employees.
PM 1c. Program has an employee handbook, orientation, and ongoing human resource management plan that clarifies internal policies and procedures and provides staff with support when needed.	3	Employee handbook on file and given at orientation first of year or when an employee is hired.
PM 2a. Program administrators provide performance feedback for staff on an annual basis.	3	Annual evaluations-classified evaluation through district procedures informally at staff meetings, group problem solving, need for supports as requested
PM 2b. Program administrators provide performance feedback that is linked to job descriptions to staff at least two times per year.	2	

PM 2c. Program administrators provide staff with self-assessments, reflection and professional development plans as a part of the performance-feedback process.	2	All-staff meetings are held with feedback solicited through staff satisfaction surveys and whole group participation activities Professional development is not individualized unless the staff member seeks opportunities on their own.
PM 3a. Program maintains all required documents, records, and reports; including student records, attendance data, regulating agency reports etc.	3	The program maintains data specific to the afterschool program in EZ reports. Student data is also in the school district data system.
PM 3b. Program has clear policies and procedures for managing the day to day operations of the program.	3	Staff after school program handbook, CSD policies and procedures, weekly site coordinator meetings
PM 3c. Program ensures that all policies, procedures, and program systems are linked to the mission, goals, and positive participant outcomes.	2	There is ongoing work with district to achieve alignment
4a. Program solicits feedback from stakeholders such as participants, families, or schools.	3	Surveys, email and stakeholder meetings
PM 4b. Program evaluation activities are guided by the mission and goals of the program, linked to participant needs, and clearly defined.	3	BTBC contracts an outside evaluator to observe and evaluate the program based on Oregon's Quality Standards for Afterschool and Summer Programs.
PM 4c. Program utilizes evaluation data to make adaptations in program services, systems, and/or policies to increase quality and outcomes.	3	An example: Students requested clubs, got clubs, now love clubs!
PM 5a. Program has a budget and fiscal tracking system.	3	Budget tracking goes through the district business office. The program director did not receive the SY budget until February. The business offices gives the program director a monthly report to review. This has improved over recent years. Each Site Coordinator is provided yearly budget and has to keep track of P.O. spending.
PM 5b. Program administrator evaluates the budget on an annual basis to ensure resources are allocated to meet program goals and objectives.	2	
PM 5c. Program has a strategic, sustainability plan that is integrated with the program mission and goals.	3	Advisory team met 3 times this year. Acting as a think tank. Connection with WOU, College of Education
PM Domain Average	2.73	

Youth Development & Engagement
ASH CREEK

The Youth Development and Engagement domain is the most "observable" of the seven domains. Much of the evidence here is in the form of quotes from interactions between students and staff as either demonstrating that the standard is well in place or if there is a need for improvement. The site scored a 2.73 overall in this domain. Creating opportunities for youth voice would support higher scoring in this domain. YDE 4.c. was not scored as there was no opportunity to observe staff helping students manage conflict. Peer interactions were friendly and peaceful potentially indicating that this standard is firmly in place.

Youth Development and Engagement (YDE)
A quality program fosters positive youth development and encourages youth engagement in the planning, implementation, and governance of the program.

Standard	Staff Score	Observer Score	Evidence and Examples
YDE 1a. Program staff use a variety of techniques to engage program participants.	3	3	The Enrichment Curriculum used at ACES BTBC encourages students to work individually, with a partner, in small or whole groups. Students learn different techniques when working with other students. Student input is very important and taken into consideration throughout the day. When students are placed into clubs, they are first surveyed to identify what they are interested in and then placed in either their first or second choice.
YDE 1b. Program staff encourages participants to express their ideas, concerns, and thoughts.	3	2	The Site Coordinator is the center of the program...the leader, and the giver of rewards and consequences. She is often stern with the students, holding them to a high standard of behavior.
YDE 1c. Program promotes teamwork, ownership, and participation in the governance of the program	3	2	The encouragement of youth voice and ownership was not observed during the observation times.

YDE 2a. Program staff interacts respectfully with participants and responds appropriately to the individual needs of the children and youth.	3.5	2	students are encouraged to interact with staff in a respectful manner. Staff have taken the time to build relationships/rapport with individual students so students feel comfortable coming to staff.
YDE 2b. Program staff creates an environment where children and youth feel emotionally safe and are able to receive support from a caring adult when needed.	3	2	Observed interactions: Students are not allowed to use the restroom at recess. One student wet his pants and had to go to the office to change clothes.
YDE 2c. Program staff provides opportunities for participants to effectively identify and assert their social and emotional needs as appropriate within the program setting.	3	2	Students who speak Spanish are able to work with a Spanish speaking instructor. During indoor recess a staff person chides students who are not active that they are "lazy". Students are expected to raise their hand if they need help. One raises her hand every couple of minutes. The instructors do not see this. She says, "I've been raising my hand for days." The instructors move to the level of the student when interacting. When they assist with homework they sit at the table with them. An example: Brian talks to a student away from the group to address some foul language. Together they work out an alternate expression. "Holy guacamole!"
YDE 3a. Program encourages participants to make appropriate choices.	3	3	Students are consistently reminded of expectations before they start an activity or transition into a new space. Expectations are clear and consistent. Examples: The students sit at assigned tables during Power Hour. The tables aren't signed or labeled but there was little confusion about where to sit. One instructor said to a student, "You know where to sit!" Homework was gotten out of backpacks quickly. A transition from the gym was quick but lively. The instructor did a countdown for quiet. The students didn't get to the noise level he wanted so they did the countdown over a couple of more times until they got it right.

YDE 3b. Program develops participants' time management, planning skills, and goal setting.	2	3	Students are kept on a schedule, but could have more focus on how to manage their own time and goal setting skills. Examples: Activity leader will remind students when they are close to wrapping up an activity. "5 more minutes…." Schedule is posted The daily routine is consistent and well established, expectations are clear.
YDE 3c. Program encourages participants to be accountable for their choices and develop personal responsibility for their actions	3	3	Students have been guided throughout the year on what is acceptable behavior to demonstrate within BTBC hours along with the school day expectations. Students are held to a standard and when students do not meet the standard, they are encouraged to do a "Stop and Think" form to identify their own behavior and then to discuss it with a staff member.
YDE 4a. Program staff use positive guidance techniques.	3	3	Students are consistently reminded of expectations before they start an activity or transition into a new space. Expectations are clear and consistent.
YDE 4b. Program staff support children and youth in developing positive peer relationships.	3	3	Examples: The children are playing basketball games during indoor recess and the games are competitive. There are big reactions when someone makes a basket or prevents someone else from making one. Big cheers! No conflict or trash talk, though. A student tattles. The instructor says, "Let's ignore his bad choice."
YDE 4c. Program staff support children and youth in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.	3	X	There was not enough information collected to score this standard.
Average	2.96	2.73	

Youth Development & Engagement
INDEPENDENCE

The Youth Development and Engagement domain is the most "observable" of the seven domains. Much of the evidence here is in the form of quotes from interactions between students and staff as either demonstrating that the standard is well in place or if there is a need for improvement. The site scored a 2.63 overall in this domain. Coaching support staff on positive behavior support and creating opportunities for youth voice would support higher scoring in this domain. YDE 4.c. was not scored as there was no opportunity to observe staff helping students manage conflict. Peer interactions were friendly and peaceful potentially indicating that this standard is firmly in place.

Youth Development and Engagement (YDE)
A quality program fosters positive youth development and encourages youth engagement in the planning, implementation, and governance of the program.

Standard	Staff Score	Observer Score	Evidence and Examples
YDE 1a. Program staff use a variety of techniques to engage program participants.	3	3	Daily projects included a variety of hands-on activities, various subjects and free choice stations for students
YDE 1b. Program staff encourages participants to express their ideas, concerns, and thoughts.	3	3	Often in group time Examples: At the end of an activity, Sally prompts the group to share what was challenging about the activity they just did. Sally asks for a silent vote on the smoothies the cooking club made via thumbs up, down, or sideways. Lots of thumbs up. Sally offers 2 choices and asks for a silent vote via thumbs up or down and responds accordingly.
YDE 1c. Program promotes teamwork, ownership, and participation in the governance of the program	3	3	Problem solving group discussions, behavior expectations and consequences were suggested by participants Example: Sally takes a group poll: start reading vs. 2 minutes of silent ball. Some kids choose to read and she excuses them to go do that. Some stay to play.

YDE 2a. Program staff interacts respectfully with participants and responds appropriately to the individual needs of the children and youth.	3	2	Example: One instructor prompts a straggler to join the group. When he doesn't go, she goes to him, sits with him and quizzes him. She asks him if he wants to be in trouble, call home. "One choice means you're in trouble, one choice is you just go sit down." He tells her that he didn't sleep last night and he's really tired. She threatens to call mom. "She'll be really upset that you didn't sleep. Do you want that?" I can't hear his response. She says, "It sounds like you should go to bed earlier. Let's go. I'll keep you awake! You need to walk or I'll call mom." He goes to the circle and sits but just far enough to be out of the circle. She leaves him in the circle and goes to talk to another instructor. He holds his head in his hands. She walks over and jiggles his shoulders "wake up wake up wake up" and walks away again. He's in the circle but not participating. She stands about 15 feet away and watches, then joins the circle but not near the sleepy boy.
YDE 2b. Program staff creates an environment where children and youth feel emotionally safe and are able to receive support from a caring adult when needed.	4	3	Students sit in very close proximity to the instructors, leaning on them, reaching across them. They are very familiar with each other.
YDE 2c. Program staff provides opportunities for participants to effectively identify and assert their social and emotional needs as appropriate within the program setting.	3	X	Not enough evidence to score.
YDE 3a. Program encourages participants to make appropriate choices.	3	3	Examples: Sally calls for attention by counting down from 5. The kids count with her. She asks them to try again. They do it again and the group is silent at the end. Expectations are described before the start of an activity.
YDE 3b. Program develops participants' time management, planning skills, and goal setting.	3	2	Examples: Sally uses a drum to signal clean up time and announces that they have 5 minutes to clean up their club stations. Daily schedule was not posted on days of observation

YDE 3c. Program encourages participants to be accountable for their choices and develop personal responsibility for their actions	3	X	The program followed a behavior plan that all participants knew at the start of the program. Not enough evidence to create a score.
YDE 4a. Program staff use positive guidance techniques.	X	2	Example of an established routine with clear expectations: The younger students come into the cafeteria from PE. They go straight to the book cart and pick books and pair up with other students. There has been no prompting. Example of a threat of punishment: One instructor prompts a straggler to join the group. When he doesn't go, she goes to him, sits with him and quizzes him. She asks him if he wants to be in trouble, call home. "One choice means you're in trouble, one choice is you just go sit down." He tells her that he didn't sleep last night and he's really tired. She threatens to call mom. "She'll be really upset that you didn't sleep. Do you want that?" I can't hear his response. She says, "It sounds like you should go to bed earlier. Let's go. I'll keep you awake! You need to walk or I'll call mom."
YDE 4b. Program staff support children and youth in developing positive peer relationships.	3	X	Worked with school counselor, who visited program often and led discussions with kids, as well as interacted with them in game situations Peer conflict was not observed
YDE 4c. Program staff support children and youth in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.	X	X	Observed-A girl is crying. Activity Leader approaches and bends down to her. They talk along with 2 other girls. Not enough evidence to score.
Average	3.1	2.63	

Youth Development & Engagement
MONMOUTH ELEMENTARY

The Youth Development and Engagement domain is the most "observable" of the seven domains. Much of the evidence here is in the form of quotes from interactions between students and staff as either demonstrating that the standard is well in place or if there is a need for improvement. The site scored a 2.88 overall in this domain. Coaching staff on using positive behavior support techniques and the need to modify behavior strategies for the context and environment would support higher scores in this domain. YDE 4.c. was not scored as there was no opportunity to observe staff helping students manage conflict. Peer interactions were friendly and peaceful potentially indicating that this standard is firmly in place.

Youth Development and Engagement (YDE)
A quality program fosters positive youth development and encourages youth engagement in the planning, implementation, and governance of the program.

Standard	Staff Score	Observer Score	Evidence and Examples
YDE 1a. Program staff use a variety of techniques to engage program participants.	3	3	Daily projects included a variety of hands-on activities, various subjects and free choice stations for students. Unstructured, outdoor play
YDE 1b. Program staff encourages participants to express their ideas, concerns, and thoughts.	3	3	At the end of a STEM lesson the children were asked to share their processes, what they learned, and any other reflections or connections. All students that wanted to share were given a chance. The staff were attentive and interested. The other students were respectful listeners when other children shared and applauded each other.
YDE 1c. Program promotes teamwork, ownership, and participation in the governance of the program	3	3	The daily agenda is reviewed and discussed with the students. The students will provide input on the curriculum and ask if the activity can be done outside weather permitting. Program participants are routinely asked about curriculum and what they believe could have been done better or differently.

YDE 2a. Program staff interacts respectfully with participants and responds appropriately to the individual needs of the children and youth.	3	2	Examples of interactions: An instructor sits with a student to work on math. The instructor refers the student to another instructor. That instructor is already working with other students in the same class with the same homework. She figures it out quickly and explains to the students. The students are told to clean up and line up for a recess. The instructor makes the children wait, in silence while she talks to a parent. She has the line leader child turn and face the line and hold his hand up with a peace sign. He's trying but his arm is getting tired. Another adult arrives. Kids in line are very quiet and still. The lead instructor talks with the adult that came in while the children continue to wait. The children are allowed to go out after 4 minutes of silence.
YDE 2b. Program staff creates an environment where children and youth feel emotionally safe and are able to receive support from a caring adult when needed.	4	X	Not enough evidence to score.
YDE 2c. Program staff provides opportunities for participants to effectively identify and assert their social and emotional needs as appropriate within the program setting.	3	X	Not enough evidence to score.
YDE 3a. Program encourages participants to make appropriate choices.	3	3	Examples: The noise level is high at the end of snack. An instructor does a countdown and they quiet down. "I'm still waiting for quiet tables to go first to recess." Another instructor is making sure they pick up trash under their tables. During Power Hour-Instructor to student,"I have *** and *** working here quietly. If you are going to be distracting you will have to move to another table.
YDE 3b. Program develops participants' time management, planning skills, and goal setting.	3	3	Activities are timed and a schedule is provided daily to students that outlines the activities and the expectations for the day. It gives clear timelines but also allows for flexibility in programming if a particular activity runs long or is popular with the children and they wish to continue working on it i.e Art, homework, gardening.

YDE 3c. Program encourages participants to be accountable for their choices and develop personal responsibility for their actions	3	3	Examples: The students are told to clean up and line up. They line up in the same place that they lined up in after snack. The instructor makes the peace sign with her fingers and praises individual kids who are compliant. "Do you want to stay in the whole recess?" she says to a student who is talking. An instructor says to a student, "That's not appropriate for Beyond the Bell." The behavior stops.
YDE 4a. Program staff use positive guidance techniques.	3	3	PBIS posters are on display listing 3 basic rules: be safe, be responsible, be respectful. It's a dry erase poster so indicators for those expectations can be customized for the space. The staff are very consistent and clear with expectations and always wait for compliance before moving on.
YDE 4b. Program staff support children and youth in developing positive peer relationships	3	X	Not enough evidence to score
YDE 4c. Program staff support children and youth in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.	3	X	Kelso's Choice posters showing strategies for managing peer conflict are on display in the program area. Not enough evidence to score.
Average	3.0	2.88	

Youth Development & Engagement
TALMADGE MIDDLE SCHOOL

The Youth Development and Engagement domain is the most "observable" of the seven domains. Much of the evidence here is in the form of quotes from interactions between students and staff as either demonstrating that the standard is well in place or if there is a need for improvement. The site scored a 3.00 overall in this domain meeting the spirit of the domain.

Youth Development and Engagement (YDE)
A quality program fosters positive youth development and encourages youth engagement in the planning, implementation, and governance of the program.

Standard	Staff Score	Observer Score	Evidence and Examples
YDE 1a. Program staff use a variety of techniques to engage program participants.	3	3	TMS staff builds positive relationships with our students in our program. Staff engage students on one-on-one conversations. During enrichment activities, students are engaged working individually or in small groups. Example activities: Christmas crafts, Roller Coaster Engineering, Homework help, physical activities and group games
YDE 1b. Program staff encourages participants to express their ideas, concerns, and thoughts.	3	3	Students are surveyed both individually and in groups to see what activities they would like to have in our programs. Then they are surveyed again for a particular activity. For example, in a survey, several students were interested in origami. They then surveyed students again on what type of origami they would like to make and the level of difficulty.
YDE 1c. Program promotes teamwork, ownership, and participation in the governance of the program	3	3	There is a suggestion box that is located outside of the Cougar Zone office for student to leave comments/suggestions.

YDE 2a. Program staff interacts respectfully with participants and responds appropriately to the individual needs of the children and youth.	3	3	An example interaction: An instructor is working at a table with 2 students on math. She is offering praise as a boy gets things figured out. "Awesome" "You got it." "Let's make a proportion. It says we should solve using a proportion." "Right. You got it. Now solve for x."
YDE 2b. Program staff creates an environment where children and youth feel emotionally safe and are able to receive support from a caring adult when needed.	3	3	
YDE 2c. Program staff provides opportunities for participants to effectively identify and assert their social and emotional needs as appropriate within the program setting.	3	3	An example: An instructor is working one on one with a student on math homework. They briefly discuss a whether or not they've seen a movie and if it was any good. The instructor quickly refocuses back to homework.
YDE 3a. Program encourages participants to make appropriate choices.	3	3	Staff has helped guide students on acceptable behavior to demonstrate during the program hours as well as aligning with school expectations. Students respond quickly to prompts for attention-expectations are clear. An example: At the end of gym time Cristin blows the whistle 3 times. Without words-the students line up, grab backpacks, and put away all the balls. As they are getting ready to go to the Career Fair at Ash Creek Cristin talks with them about etiquette. They students volunteer some rules: "Make sure you don't walk in yards." Cristin reminds them that they need to set an example for the elementary school kids. They are representing their whole school. People from the community will have a perception of their school based on how they behave at the event.
YDE 3b. Program develops participants' time management, planning skills, and goal setting.	2	3	Students are encouraged to use TMS planners to write down assignments and due dates. During snack, Cristin describes the schedule for the day. Warnings are offered to students when the end of an activity is approaching.

YDE 3c. Program encourages participants to be accountable for their choices and develop personal responsibility for their actions	3	3	Example interactions: Student: My teacher hates me. I wrote two words wrong. Instructor: Well, correct them. Student: I have to rewrite the whole thing Instructor: Well write the whole thing, again. It won't kill you. Student: Please! Instructor: Thank you for being polite, but you need to do your homework before you sharpen all the pencils.
YDE 4a. Program staff use positive guidance techniques.	3	3	TMS is a PBIS school and the school day guidelines for behavior are carried into the afterschool program. An example: Pride Bucks are give to students who are demonstrating positive behavior and actions. Students can purchase items from a student store using their Pride Bucks. Expectations are discussed before an activity starts.
YDE 4b. Program staff support children and youth in developing positive peer relationships	3	3	Example peer-to-peer interaction: During gym time a boy from another area (upper gym) comes down the stairs looking distressed. A program kid asks if he is alright.
YDE 4c. Program staff support children and youth in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.	3	3	Example: The students are going to play Jeopardy. The rules are explained and students share what they know about the game. The instructor divides the students into 2 teams and asks them to collaborate to pick a team name in 5 seconds. They also have to agree as a group which category to pick. After a bit of a rocky start, the kids have the hang of the game and are engaged Students are interested in answering. There is no pouting or shaming when they get a wrong answer. Conflict between peers was not observed.
Average	2.92	3.00	

Youth Development & Engagement
CENTRAL HIGH SCHOOL

The Youth Development and Engagement domain is the most "observable" of the seven domains. Much of the evidence here is in the form of quotes from interactions between students and staff as either demonstrating that the standard is well in place or if there is a need for improvement. The site scored a 2.82 overall in this domain. YDE 4.c. was not scored as there was no opportunity to observe staff helping students manage conflict. Peer interactions were friendly and peaceful potentially indicating that this standard is firmly in place.

Youth Development and Engagement (YDE) A quality program fosters positive youth development and encourages youth engagement in the planning, implementation, and governance of the program.			
Standard	**Staff Score**	**Observer Score**	**Evidence and Examples**
YDE 1a. Program staff use a variety of techniques to engage program participants.	3	2	Staff are friendly and welcoming. The program offers what students most need, homework help, tutoring, and access to computers/internet.
YDE 1b. Program staff encourages participants to express their ideas, concerns, and thoughts.	3	3	CHS Staff build positive relationships with students by engaging them in one on one conversations on many topics other than homework. Discussions about college life, activities, music... are encouraged Students are surveyed about potential enrichment opportunities.
YDE 1c. Program promotes teamwork, ownership, and participation in the governance of the program	3	2	
YDE 2a. Program staff interacts respectfully with participants and responds appropriately to the individual needs of the children and youth.	3	3	CHS staff are encouraged to work with students at all levels and to use positive statements and encouragement to complete their assignments. The Site Coordinator greets each student warmly and knows all of their names.

YDE 2b. Program staff creates an environment where children and youth feel emotionally safe and are able to receive support from a caring adult when needed.	3	3	Observed staff and students working one on one on homework. The staff sit with students when they are interacting.
YDE 2c. Program staff provides opportunities for participants to effectively identify and assert their social and emotional needs as appropriate within the program setting.	3	3	
YDE 3a. Program encourages participants to make appropriate choices.	3	3	Students have been guided throughout the year on what is acceptable behavior to demonstrate within BTBC hours along with the school day expectations. Students are held to a standard and when students do not meet the standard, consequences are applied in gradual steps.
YDE 3b. Program develops participants' time management, planning skills, and goal setting.	2	3	Students are encouraged to use their planners. They are provided with notebooks and folders when requested and staff will help them organize their assignments on occasion.
YDE 3c. Program encourages participants to be accountable for their choices and develop personal responsibility for their actions	3	3	Students have been guided throughout the year on what is acceptable behavior to demonstrate within BTBC hours along with the school day expectations. Students are held to a standard and when students do not meet the standard, consequences are applied in gradual steps.
YDE 4a. Program staff use positive guidance techniques.	3	3	CHS staff are informed about using gradual steps to correct unwanted behaviors. Strategies are discussed at our weekly staff meetings. Disruptive behavior was not observed.
YDE 4b. Program staff support children and youth in developing positive peer relationships.	3	3	Students are allowed and encouraged to work in small groups when they feel it necessary and to allow individual input to the group's assignments. The computer lab within the library is set aside so that groups can work together at a louder volume than in the regular setting.

YDE 4c. Program staff support children and youth in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.	X	X	Peer conflict was not observed. Site Coordinator reports that there is little to no peer conflict in the afterschool program
Average	2.91	2.82	