Out-of-School Time
Site Visit Assessment Guidance Document

Section 1: Activities

Part 2: Activities Rating

Statement	Rating Scale		
	1	**3**	**5**
1. Program engages youth in an appropriate balance of academic, enrichment, social, and physical activities during the program day.	Program offers little to no variety in activities; offers primarily or exclusively one type of activity (e.g. unstructured physical activity with little staff involvement). Program does not incorporate other activities into the programming day.	Program offers some variety in activities (e.g. program may attempt to balance academic enrichment and physical activity by offering homework assistance time, physical activity time and occasional arts & crafts. Program offers few other opportunities for enrichment and there is little attempt to integrate the various activities.	Program implements a variety of activities that meet many youth needs. Program provides a wide range of activities (including academic focus, enrichment activities and physical activities), AND integrates multiple disciplines, and learning styles into a single activity. Program provides variety within the same activity type (e.g. different types of literacy activities.)
2. Youth are busy and engaged.	More than one youth are clearly disengaged from the program activities. Staff make no attempt to engage youth who are off task. Youth may be consistently disruptive or sit silently and "stare off into space." If youth participate in activities, the activities are unchallenging, completed quickly, and no additional activities are offered.	Some evidence that most youth are engaged with activities is observed. Most youth participate in activities, but may occasionally disrupt activities or offer complaints. Staff attempt to engage all youth, but may not always be successful. Some activities may be challenging and engaging. (e.g. an engaging enrichment activity may finish with 45 minutes of programming remaining, but no other engaging, structured activity is offered for the remainder of programming time.) Youth compliance with staff instructions is not to be mistaken for genuine engagement in the activity.	Youth participate enthusiastically and consistently throughout programming. Youth seem interested in and excited by activities, and are eager to participate. Staff encourage youth participation and engagement through positive classroom management techniques and their own enthusiasm. Activities are challenging enough to maintain the interest of youth, but also enjoyable. When students finish an activity, additional planned activities are available to them.
3. Program uses PBL or other evidence based learning methodologies to facilitate activities.	Program does not use PBL or any other structured activity approach required by the FY2014 Scope of Work. Program may not implement a structured activities approach consistently throughout the year (e.g. starting late in year, large breaks between projects, insufficient number of project cycles, etc.) Documentation alone is not a sufficient indication that SA approaches are being implemented (e.g. Merely recording activities on PBL planning form does NOT meet requirements of this indicator unless elements of PBL are present.)	Program makes some use of structured activity approaches required by FY2014 Scope of Work. Program may offer limited PBL activity time (e.g. one hour a day, a few days a week.) Program does not consistently incorporate these methodologies into activity planning. Program may implement structured activities, but fail to meet best practices recommended for the chosen methodology. Best practices include: • Hands-on, engaging, fun • Youth-driven • Builds 21st century skills • Connecting to relevant academic content Inquiry-based (PBL)	Program weaves PBL approach (or other structured activity approach) throughout all activities. SA time is not just an activity listed on a schedule, but a methodology integrated into all program activities, and consistently observed by the Program Specialist. Documentation is complete and accurate. Projects follow timeframes outlined in Scope of Work. Activities are: • Hands-on, engaging, fun • Youth-driven • Building 21st century skills • Connecting to relevant academic content Inquiry-based (PBL)
4. Activities are age and developmentally appropriate.	Activities are not age appropriate. Activities may be significantly below skill and maturity levels (e.g. coloring pages for 4th or 5th graders vs. more age appropriate art activity; MS students on same schedule and completing same activities as ES students). Activities may also be significantly above the level of youth (e.g. 30 minutes of silent independent reading time for kindergarteners who can't read yet.)	Some activities meet developmental needs of youth and are age appropriate (e.g. programs may offer age appropriate, rigorous PBL, but still plan less appropriate enrichment activities like simple holiday-themed arts and crafts to fill the time between projects). Programs may present age appropriate activities that are not particularly challenging and don't encourage student growth and maturation. Programs do not differentiate or appropriately level activities for individuals within a group.	All activities meet developmental needs of youth and are age appropriate. This may require leveling or skill differentiation, where students of the same age are in different stages developmentally. This may include activities that challenge youth in age appropriate ways (e.g. conversation about sexual health with middle school students is appropriate, but may be challenging, and require effective behavioral norms to implement in an age appropriate way.)
5. Program activities are organized, structured, and planned out prior to the beginning of the	Little to no planning or organization is evident in program activities. Program may rely on activities requiring no advance preparation (e.g. snack time, then individual homework completion with minimal assistance from staff, then unstructured physical activity). Program may have a posted schedule but	Some program activities are planned and organized prior to the beginning of the program. Program may still implement other activities that show little evidence of planning. Program may plan an activity, but fail to fully prepare for implementation. Changes to the posted program schedule are visibly noted or	All activities are organized and planned prior to the beginning of the program. Staff members have prepared classroom and necessary materials to implement activity. Students given advance instruction and build from prior knowledge as needed. Staff are provided adequate time for both long- and

program.	does not follow.	explained to youth.	short-term planning and preparation.
6. There are opportunities for youth choice within and/or between activities.	There are minimal opportunities for youth choice. Program may present youth with a single, inflexible schedule, or may present youth with no schedule at all, but prevent children from attempting to create their own games and activities.	Some opportunities for youth choice are available. Program may offer student choice only on certain days or times (e.g. choice integrated into club time or "Friday Fun Day," but not rest of schedule). Program may present students "token" opportunities for choice (e.g. allowing choice between two activities entirely chosen and planned by staff). Youth voice is not incorporated into the selection of project. topics.	Student choice is integrated throughout the programming day. Students have a robust role in determining activities and clubs offered, planning those activities, and choosing activities or clubs. Staff are genuinely responsive and flexible when incorporating youth choice (e.g. modifying an activity based on youth input).
7. The program provides opportunities for youth to develop leadership skills.	There are minimal opportunities for youth leadership. Staff perform all key roles throughout the programming day, and lead all activities. Students participate passively in activities, and are generally not permitted to "take the lead," even if they attempt to do so. Staff are often dismissive of students' suggestions or ideas.	Youth leadership is occasionally integrated into the program. Students may be assigned some program tasks or responsibilities (table cleaner, line leader, etc.). Students may occasionally be given some leadership opportunities during small group activities. However, staff lead most activities and complete most program tasks with little youth participation.	Youth leadership is an essential part of the program structure. Students perform a majority of tasks necessary to run the program (with assistance and facilitation from staff meeting developmental needs of students). Students play an important role in planning and facilitation of activities, particularly during small group or center activities. Students are challenged to learn and participate in some structural aspects of program (e.g. hiring staff, planning field trips, meaningful fundraising). Program may also offer formal leadership opportunities, like a youth council.
8. Activities are cognitively challenging and incorporate critical thinking.	Activities present little cognitive challenge, and require no critical thinking (e.g. students participate primarily or exclusively in unstructured physical activity, simple board games, coloring worksheets and/or worksheets below the skill level of the student).	Activities present some cognitive challenge. Activities integrate academic content and are age appropriate. Many activity or PBL questions are straight-forward, closed-ended, and demand a single correct answer. Some activities prompt students to think critically or problem solve. Opportunities for further inquiry and robust critical thinking may be missed (e.g. failing to ask follow-up questions that challenge students to think more deeply).	All activities integrate rigorous academic content and provide a cognitive challenge. Activities demand critical thinking and problem solving beyond merely providing a rote answer to straight-forward questions. Staff members continually ask questions of students and prompt deeper inquiry.
9. Activities build communication skills, both written and verbal.	Few activities were planned to intentionally build written and verbal communication skills. Students rarely if ever write (other than short answers to questions), and communicate verbally only in unstructured social settings, with little staff involvement.	Some opportunities for written and verbal communication are incorporated into the program. Students communicate verbally while completing activities, and staff are involved in conversations, occasionally redirecting where appropriate. Students are given some opportunities to practice public speaking skills, but these opportunities are relatively rare or only given to select students (e.g. only when preparing and presenting for a culminating event). Students complete some writing, but receive little feedback, and spend little time reflecting on or revising their writing and the writing of their peers. Students spend little time considering different forms of written communication and ways to adjust writing to the demands of each venue.	Written and verbal communication skills are an essential part of program activities. Students write to communicate in a number of different forums (school papers, informal letters, petitions, resumes, cover letters, journals, blog posts). Students reflect on their own writing, and their peers' writing. Students practice verbal communications skills and strategies. Students speak publicly, but also practice debate, negotiation, and other, less formal verbal communication skills.
10. Activities build skills related to collaboration and teamwork.	Few activities were offered to build collaboration and teamwork. During most enrichment activities, students work individually. Physical activity is unstructured and students do not participate in team games with clear rules.	Teamwork and collaboration is evident during some parts of the programming day. Occasional enrichment activities offer opportunities for group work or collaboration. During physical activity, students play simple team sports, and are given some opportunities to reflect on values like collaboration and teamwork. Classroom management techniques encourage cooperation among students.	Teamwork and collaboration is evident in all program activities. Students work in groups during enrichment activities, assist one another during homework time in productive ways, and participate effectively and appropriately in team sports, showing good sportsmanship. Collaboration and teamwork is built intentionally into activities, and students are offered opportunities to reflect on collaboration successes and failures. Classroom management strategies emphasize positive relationships between youth, and classroom norms reinforce the importance of collaboration and teamwork.
11. Staff create opportunities for youth	Activities offer few opportunities for new skill building, and tasks needed to complete an activity are not challenging. Activities are	Some activities promote new skill building and present students with challenging tasks. Program may offer new skill building	Program provides students opportunity to develop new skills and complete challenging tasks with increasing complexity. Staff

to develop new skills or take on challenging tasks.	consistently below skill level of students or don't meet students developmental needs. Activities don't introduce new content. Activities give little time for skill building.	opportunities occasionally, but many activities do not present challenging tasks. Many activities rely on practice or repetition of simple skills, with no increase in difficulty over time.	members assist students in process where necessary, but mostly permit students to learn through exploration and practice. As students master new skills, activities increase in difficulty to present new challenges, and students are required to deepen understanding of skills. Students with a high level of mastery of a skill find opportunities to teach the skill to others.
12. Activities are linked to real world contexts or the everyday lives of youth and their families.	No attempt is made to link activities to real world contexts. Activities might include worksheets, simple arts and crafts, or sports or physical activities that offer no opportunity for reflection.	Some activities relate to real world contexts. Students are occasionally invited to reflect on the applicability of activities to their day-to-day lives. Activities are hands on, but do not always include meaningful reflection.	Activities link to real world contexts and everyday lives of students, encouraging meaningful reflection. Activities relate to students' neighborhoods and families, real world application of academic concepts, and/or encourage career and college exploration. New academic content is learned in context, through hands on activities with real world applicability.

☐   Check this box if homework assistance was not observed during this site visit. If box checked, indicators will not drop down. Tailor by model. Elementary School Model Only.

13. Program implements OST homework best practices including appropriate allotment of time depending on age and availability of alternate activities.	Program does not implement OST homework best practices. Allotted homework time may be overly long (60+ minutes) or overly short (less than 15 minutes). Program may fail to prepare alternate activities for students who have finished homework. Program may allocate so much time to homework assistance that it fails to schedule planned enrichment activities.	Program implements some OST homework best practices. Homework time is fairly well managed, although programs still emphasize homework completion, rather than assisting with concepts so students complete homework independently. Some alternate activities are planned, although these activities may lack rigor (e.g. worksheets or board games).	Program implements OST homework best practices programming. Program offers sufficient time for homework assistance (20-40 minutes), but does not guarantee homework completion and has communicated that to caregivers. Engaging, rigorous activities are planned and implemented with students who finish homework before end of allotted time (e.g. access to educational computer games or high-quality reading material).
14. The environment is conducive to homework assistance and free of interruptions which distract youth.	Program may operate a strict study hall where youth are expected to work on homework independently and silently until end of period. Alternatively, youth may be expected to complete homework in a noisy or unsuitable environment. Space may be too crowded or lack proper writing surfaces. Students who have completed homework may be distracting to those still working.	A low level of productive noise, group work, and quiet discussion are allowed as long as they relate to homework or post-homework activities. Environment is generally well designed with adequate space (table, chairs, etc.) and some of the materials (pencils, crayons, etc.) necessary to work on homework. Some useful aids, such as dictionaries or textbooks, may be lacking. There may be occasional distractions or variation in the noise level from group to group.	A low level of productive noise is permitted and staff have an effective strategy to control room if it gets too loud. Environment is well designed with adequate space (table, chairs, etc.) and all materials (pencils, crayons, textbooks, etc.) necessary to work on homework. Where possible, a homework-only space may be set aside from post-homework activities to provide a quieter work environment for those working on homework. Youth who have completed homework are not a distraction because they are engaged in alternate activities.
15. Staff guide youth to think through challenges and guide them using open ended questions.	Staff either offer no assistance to students struggling with homework challenges or simply give students answers without encouraging students to think through a problem on their own.	Staff make some efforts to guide students through challenges. Staff offer assistance to students and ask some questions. Staff may be too quick to give answers when a student does not understand a concept or may be unable to articulate a concept clearly. Staff emphasize correct answers over conceptual understanding and spend much of homework time correcting or reviewing completed work.	Staff assist students with homework by prompting students to think critically and solve problems. Staff encourage youth to use resources available to them to find their own answers (e.g. a dictionary rather than spelling for a youth). Staff build student understanding of concepts, rather than giving answers, or correcting completed homework.

Section 2: Program Implementation

Statement	Rating Scale		
	1	3	5
1. Program follows posted program schedules tailored to the needs of each group.	No schedule is posted, or the only schedule posted does not specify scheduled activities, but only operational days and hours.	The posted program schedule lists the daily activities, but does not provide additional details. The schedule is posted, but sometimes not followed. The schedule does not always distinguish between activities completed by different groups.	The posted program schedule lists activities, days and times of week. Schedule offers some detail about the day's activity (e.g. art enrichment scheduled for Tuesday 4:45pm-5:30pm, lists art enrichment AND specify activity to be completed). Schedule differs from age group to age group, not one uniform schedule for entire program.
2. Schedule design is age and developmentally appropriate.	Schedule design is not age and/or developmentally appropriate. It may include few planned activities, and rely primarily on unstructured homework assistance with no planned alternate activities, or unstructured physical activity. Schedule for young elementary students may include overly long activity blocks not suited to younger students needs. The schedule for middle school and high school age students may be overly rigid, offering no choice, flexibility or variety.	Some parts of schedule are age and developmentally appropriate. Schedule may include some rigorous enrichment activities, while others are still unstructured or unplanned. Some activities reflect age-group best practices (i.e. short activity duration, variety for young students; youth choice and flexibility, club model programming emphasizing college and career readiness for middle and high school students).	Schedule design is age and developmentally appropriate throughout the programming week. Rigorous activities are planned in advance, tailored to students by age level, and meet students' developmental needs. All students are presented with engaging, hands on activities.
3. Staff manage time wisely.	Time is poorly managed throughout programming. Time allotments may be poorly planned or activities continue long past their scheduled time. Staff are not attentive to student progress during activities, and do not give students warnings when activity times are drawing to a close.	Staff manage time well during some parts of programming. Some activities are appropriately scheduled and completed during allotted time frame, while others run over or under time. Staff members may monitor students and timing inconsistently.	Staff manage time effectively during all activities. Appropriate time is allotted for each activity, and they are completed within it. Staff circulates among students to ensure they are on task and completing activities in a timely manner. Staff members give alerts to students when activity times are ending.
4. Transitions (between activities and between spaces) are timely and smooth.	Transitions between activities are not timely and smooth. They may be chaotic and poorly managed. Staff do not clearly communicate requirements to complete initial activity. Staff do not provide clear instruction s or expectations about how to appropriately move to next activity. Staff do not employ transition best practices (e.g. warning students when activity time is winding down, using clapping or call and response as fun, attention-getting techniques).	Some transitions between activities flow smoothly, while others are somewhat chaotic. Instructions and expectations for transitions are not always clear and provided consistently, thus transitions and routines may not always be smooth. Some best practices are evident, some of the time.	Transitions between activities are timely and smooth throughout program. Transitions are orderly and managed well by staff. Many transitions require little staff intervention, as students are familiar with routines and expectations, and follow them with little prompting or guidance. Start/end time requirements for activities have been communicated clearly to students. Best practices (e.g. student alerts as activities end; clapping; call and response) are evident throughout programming.
5. There are established, yet flexible routines in place.	No clear routines are evident throughout programming. Common program tasks, like lining up to move between rooms or distributing snack, are disorderly. Staff members have not established clear routines and expectations for these tasks.	Some routines are evident during programming, especially for most common program tasks, like distributing snack or cleaning up after snack. Staff still give frequent reminders of routines and expectations. In classrooms, some routines are evident, but may lack flexibility to support an effective afterschool classroom. Additional routines may be needed.	Routines are evident throughout programming. Students follow simple directions from staff indicating expectations and routines have been established in advance. Common program tasks, like cleaning up after snack, have clearly established routines that are followed with little guidance from staff. Classroom routines are followed, but are more flexible, and meet needs of the classroom and particular activity.
6. Staff provide youth with clear expectations and instructions before and during activities.	No clear expectations and instructions are given before or during activities. Staff announce an activity, but don't explain expectations, how to properly complete it, or anticipated duration. While students complete an activity staff members are generally disengaged from the activity (other than by managing classroom behavior and/or reprimanding students who misbehave).	Some expectations and instructions are provided to students. Instructions are provided before activity begins, but may lack clarity. Instructions may be incomplete or conflicting and may result in student confusion. Staff are engaged with students during the activity and provide additional instructions and some clarity. Staff may give some introduction and context for project, but not a robust discussion.	Students are provided with clear expectations and instructions before and during the activity, including requirements for completion. Staff check-in with students as they complete activity to answer clarifying questions and provide additional instructions as needed. Staff also provide context relevant to previous activities and larger project being completed.
7. Staff use effective and age appropriate techniques to guide the behavior of youth.	Techniques used to guide youth behavior are not age appropriate and do not reflect OST best practices. Staff may be hostile, disrespectful, or sarcastic. Staff may	Some effective and age appropriate behavior management techniques are in place. Staff attempt to use a pleasant tone when managing behavior, although some may	Staff use effective, age appropriate behavior management techniques throughout the program. Staff set clear expectations, and enforce them fairly and consistently, but

	frequently raise voices without using other behavior management techniques. For younger students, staff fail to set clear, realistic expectations and implement them using positive and negative reinforcement techniques. For older students, staff fail to encourage youth leadership and self-policing and offer no incentives for positive behavior.	adopt a sharper tone or raise their voices frequently. Some incentive systems are used, but they tend to be simple. Opportunities to use incentives to encourage behavior, rather than consequences or punishments to discourage behavior may be missed.	remain positive and emphasize relationship building. Staff use a variety of age appropriate behavior management techniques by setting rules and routines, enforcing them fairly with a combination of incentives and consequences for individuals and the larger group. Staff hold themselves accountable to same standards of behavior and respect.
8. There are sufficient and appropriate materials to support program activities.	There are not sufficient and appropriate materials to support programming. Staff may end activities midstream because of a lack of materials. Materials present are in disrepair and/or insufficient for program's enrollment level.	There are sufficient materials to support program activities. Materials are of generally good quality, although some show signs of wear. Students share materials if necessary, and appropriate sharing behaviors are encouraged by staff.	Materials are more than sufficient to support program activities. Materials are of good quality, properly stored and organized so students and staff can find them easily. Materials are prepared before programming, based on scheduled activities.
9. Staff use the program space in a way that promotes youth learning and development.	Youth are crowded and staff is not intentional in arranging space or working to negotiate space. Space feels like school, with no physical evidence of programming needs.	Program has made space youth-centered and tried to use space to promote learning and unique out of school time culture. Program does not utilize space to recognize students and distinguish itself.	The program has made space youth-centered and age appropriate to promote learning. Program also uses space to promote work of youth and OST program culture with others. Youth may be featured as artists in the space, reflecting evidence of youth learning.
10. There is evidence that staff communicate to ensure smooth program implementation.	There is no/little communication among staff and program implementation suffers as a result. Poor communication causes program overlaps and conflicting space usage. Staff do not work together to plan larger group activities. No clear procedure for arriving parents and departing students.	There is some communication among staff. Clear program schedule is established and followed. When schedule is not followed, staff inform others and make necessary adjustments. Staff are generally aware of activities taking place in other groups, although are rarely involved in these activities. Announcements during program are made by word of mouth and may not reach all staff. Inconsistent procedure for arriving parents and departing students.	Program uses best practices to communicate among staff. Staff collaborate to schedule programming and share space to meet needs of group. Staff plan projects and activities together, utilizing each other's expertise. Program uses technology when necessary to facilitate communication (e.g. walkie-talkies or a PA system to communicate important messages). Clear procedure exists to inform students and staff when parent arrive and students depart.
11. Program helps youth and families to become more informed about high school options. Middle Model Only	Program makes no efforts to inform youth and families about high school options.	Program makes some efforts to inform youth and families about high school options. Program may distribute literature about area high schools, or occasionally meet with interested parents to discuss the process.	High school planning and family engagement is integral part of program, scheduling work groups or family nights for students and caregivers to meet and discuss high school selection and readiness. Program engages community organizations to counsel parents and students about school choice and provide resources.
12. Program activities support preparation for higher education and employment through discussion, special events and recommended activities. Middle and High School Only	Program makes no efforts to prepare youth for higher education or employment.	Program makes some efforts to prepare youth for higher education and employment. Program may distribute literature about area colleges or conduct a few college tours. Program may offer some limited career exploration as part of a PBL plan.	College and career preparation is an important part of program. PBL plans and other activities emphasize and build essential workplace skills and discuss them with students. Program schedules work groups or family nights for students and caregivers to meet and discuss college and career readiness. Program engages community organizations to counsel caregivers and students about college choice, career preparation, and provide resources.

Section 3: Human Relationships

Statement	Rating Scale		
	1	**3**	**5**
1. Staff are engaged with youth.	Little to no staff engagement with students is evident throughout programming. Staff are distracted, engage in personal conversations, use cellphones or other mobile devices. Staff members do not participate in or lead activities with youth, but primarily observe, engaging only occasionally to redirect student behavior.	Some staff engagement is evident throughout programming. Staff engage with students but are sometimes distracted while completing program tasks. Staff may prepare snack or clean classroom alone rather than involving youth and encouraging responsibility. Staff are engaged with youth but may spend disproportionate time correcting individual behaviors rather than establishing group norms, leaving group without engaged staff for some period of time.	Staff are engaged with youth throughout programming. Staff model respect and interact positively with students both as a group and as individuals. Staff members participate actively and lead activities. Where students are leading activities, staff members remain engaged, and circulate from group to group offering recommendations to students where appropriate.
2. Staff-youth interactions are well suited to the age range of youth in the program.	Staff interactions with youth are not well suited to the age of students in the program. Staff may be disrespectful, hostile or sarcastic. Staff interact with students in notably age-inappropriate ways (e.g. having mature-themed conversations with elementary youth or "babying" older students by setting classroom standards that don't meet developmental needs of those students).	Some staff interactions with youth are well suited to age of students. Staff are generally positive when interacting with youth. Classroom expectations have been set, but could be communicated more clearly or refined to better meet students' needs. Staff tend to overemphasize consequences or punishments when enforcing expectations and miss opportunities to incorporate more incentives and positive reinforcement.	All staff interactions with youth are well suited to age of students in the program. Staff are positive and affirming when interacting with youth. Staff set classroom expectations that meet developmental needs of youth and enforce expectations in age appropriate ways. Staff provide appropriate incentives and positive reinforcement.
3. Staff create an environment that is welcoming, positive, and inclusive of all youth.	The environment is not welcoming or positive. Staff do not acknowledge or greet students on arrival. Staff do not attempt to form meaningful relationships with students, interacting only when correcting behavior. Staff may be harsh with students, relying mostly on negative incentives to punitive means.	The environment is somewhat welcoming and positive for students. Staff greet students on arrival, know them by name, and may attempt to engage them about their lives outside of program. Staff engage with students during some activities, but can often be seen sitting to the side, primarily observing students and correcting behavior. Staff use some positive reinforcement techniques, but often rely on consequences rather than incentives.	The environment is positive and welcoming for all students. Staff greet students on arrival and routinely check-in with students in an authentic way, concerning progress in school and at home. Staff members sit with students during snack time. Staff circulate among student groups, rather than sitting to the side and observing. Staff use positive behavior management techniques wherever possible. Consequences are delivered respectfully in a consistent, rational and corrective manner.
4. Staff help youth to resolve conflicts constructively.	Staff make no efforts to help students resolve conflict constructively. Students bicker or argue frequently. Occasionally, students are punished for fighting, or especially disruptive arguments, but staff do not attempt to equip students to resolve conflicts themselves.	Staff make some efforts to help students resolve conflict constructively. Staff intervene when there is tension or conflict between students and encourage the students to apologize, and to follow the rules.	Staff create classroom rules and routines that promote effective conflict resolution. Staff intervene when necessary to prevent conflict, but also build classroom routines that encourage students to manage conflict themselves or with the help of peers.
5. Staff set high expectations for youth abilities and communicate those expectations in a positive and clear manner.	Staff set no expectations for youth, other than minimal behavioral expectations that are enforced primarily through consequences and negative incentives. Staff may be harsh or disrespectful when reprimanding students.	Staff set some expectations for youth. Behavioral expectations are clearly communicated to students, and enforced in a firm but positive manner. Only a few expectations for youth performance during activities are set, primarily concerning homework completion and accuracy.	Staff set and enforce high expectations throughout programming. Behavioral expectations are set through clear rules and routines, and enforced with a system of positive incentives. During activities, youth have a clear understanding of skills they are building and ways they are being evaluated. High expectations and skill mastery are incorporated into activities while activities remain fun and engaging.
6. Staff encourages positive interaction with peers.	Staff make no efforts to encourage positive student interaction with peers. Instances of bullying or aggression are generally overlooked, unless leading to violence or significant classroom disruption. Students participate inconsistently during activities. Staff may be disrespectful, harsh or dismissive when interacting with students.	Staff make some efforts to encourage positive student interaction with peers. Staff intervene when witnessing bullying or aggression. Staff encourage all students to participate in activities. Staff may inconsistently model positive interactions for students by interacting respectfully, pleasantly and warmly with students.	Staff encourage positive student interaction with peers. Program activities encourage collaboration, and develop pro-social values. The classroom culture promotes respect, kindness and warm interactions among students. Staff consistently model respectful, positive interaction with peers and students.
7. Staff encourages youth to work together to accomplish goals.	Collaboration and teamwork are not incorporated into program activities. Students generally work individually during enrichment activities.	Staff make some efforts to encourage teamwork and collaboration. Some enrichment activities require group work, but work may be performed only by a few students. During physical activity times, students sometimes participate in team games or sports.	Collaboration and teamwork are essential to programming. Enrichment activities are completed in groups and students are comfortable sharing work and taking leadership roles when completing tasks with their peers.