

## **I-SAC Standards Quality Navigator – FINAL 10/10/23**

Included in this document is a working draft of the I-SAC Accreditation benchmarks. These are provided for informational purposes only and are not to be used to seek accreditation.



Continuous Improvement for  
School Age Care Programs

## Building Block 1: Intentional Program Design

### ***Effective Practice 1: Our program has clear, focused goals that align with the organization's mission***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
1.1.A	Our program has a clearly written mission statement and a set of aligned goals	-Copy of written mission and goals -Staff or family handbook with mission and goals clearly stated	

### ***Effective Practice 2: Our program explicitly connects activities to our desired goals***

1.2.A	Activities reflect the goals of the program through their design and implementation	Narrative to show how this is accomplished. Demonstrated with: Daily/weekly schedule, Lesson plans, Written goals	
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### ***Effective Practice 3: Our program activities build upon each other sequentially to support young people's ability to expand skills or gain new knowledge***

1.3.A	Young people have at least one opportunity each program session to participate in activity(ies) that build upon each other	Staff or family handbook, Daily/weekly schedule, Lesson plans	
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### ***Effective Practice 4: Our program supports engagement through multiple learning techniques, such as project-based, hands-on experiences that relate to everyday life***

1.4.A	Young people have opportunities for indoor and outdoor physical activity every day (weather permitting)	Daily schedule, Lesson plans, Observation	
1.4.B	Digital devices and screens are used sparingly, and only when they are part of active learning and/or intentionally relate to a specific learning objective. Television and movies are reserved for special occasions (unless they are tied to a specific learning objective.)	Daily schedule, Staff or family handbook, Lesson plans, Observation	
1.4.C	The daily schedule includes times for individual, small group and large	Daily schedule, Lesson plans, and Observation	

	group activities		
1.4.D	Daily activities include opportunities for young people of all physical abilities, ranging from sedentary to physically active	Daily schedule, Lesson plans, and Observation	Required
1.4.E	Young people have opportunities for hands-on learning activities	Daily schedule, Lesson plans, and Observation	

***Effective Practice 5: Our program activities are flexible enough to meet the various needs and skills of youth, while still meeting the intended program goals***

1.5.A	The daily routine is predictable and adapted to young people's various needs	Daily schedule, Lesson plans, Observation, Written narrative explaining and providing examples of adaptations	
1.5.B	Program materials are age appropriate and accessible to the young people being served	Lesson plans and Observation	

***Effective Practice 6: Our program provides regular, ongoing sessions so youth can participate often enough to achieve the positive outcomes associated with high dosage (duration, intensity and breadth)***

1.6.A	Our programming takes place for at least two (2) hours each day and at least 60 days per year in order to reach a high enough "dosage" to positively impact the young people we serve	Annual program schedule,	
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***Effective Practice 7: Our programs have opportunities for young people to reflect on and make meaning from their experiences***

1.7.A	Young people have time and space to reflect on their experiences in the program	Staff handbook, Lesson plans that incorporate reflection time, Youth feedback forms and Evaluations	
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## Building Block 2: Supportive Relationships & Environment

***Effective Practice 1: Our program structure provides opportunities for staff and youth to build trusting, appropriate relationships.***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
2.1.A	Staff are engaged in all program activities with young people, and know when to facilitate and when to take a step back and let young people shine	Staff or family handbook and Observation	

***Effective Practice 2: Our program fosters a sense of community. Staff are welcoming, and encourage youth to connect with one another.***

2.2.A	Staff provides a welcoming atmosphere: <ul style="list-style-type: none"> <li><input type="checkbox"/> Young people are greeted by staff as they arrive and/or at the start of the session</li> <li><input type="checkbox"/> Staff mainly uses a warm tone of voice and respectful language</li> <li><input type="checkbox"/> Staff generally smiles, uses friendly gestures, and makes eye contact</li> <li><input type="checkbox"/> Staff and volunteers treat youth with respect and listen to what they say. The program promotes a culture of mutual respect, support and belonging.</li> </ul>	Staff or family handbook, Observation, Policies & Procedures manual, Participant Surveys	
2.2.B	Program spaces (both indoor and outdoor) are comfortable, respectful and representative of young people and their families	Observation, Photos	

***Effective Practice 3: Our staff and youth have shared high expectations and consistency of appropriate norms and behaviors.***

2.3.A	Norms & behaviors expectations are clear and developed in collaboration with young people	Staff and family handbook, Policies & Procedures manual, Narrative explaining how young people are involved in setting expectations, Poster in	
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		program space listing norms & behavior expectations	
2.3.B	Our program's behavior and consequences policies are shared with staff, families, and young people	Staff and family handbook, Policies & Procedures manual	
2.3.C	Policies include ways to address and support challenging behaviors. Staff, families and youth understand that sometimes consequences may vary based on developmental needs	Staff and family handbook, Policies & Procedures manual	

***Effective Practice 4: Our staff uses positive guidance to direct youth behavior and model positive behaviors to youth and to each other.***

2.4.A	Staff and volunteers are positive role models who demonstrate cooperation, courteous relationships and positive conflict resolution with one another	Staff and family handbook and Observation	
2.4.B	Young people are encouraged to have positive, respectful physical and verbal interactions with one another	Staff and family handbook and Observation	
2.4.C	Our program actively addresses bullying and has clear policies for preventing and responding to bullying. This includes being aware of behaviors that indicate bullying, intervening immediately when bullying is suspected, and documenting instances of bullying behavior.	Staff and family handbook, Observation, Policies & Procedures manual	

***Effective Practice 5: Our staff engages with youth as individuals to help them learn and develop.***

2.5.A	Staff take time to learn young people's interests and personal goals	Staff and family handbook, Observation, goal setting activity or documentation	
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## Building Block 3: Youth Voice & Leadership

***Effective Practice 1: Our staff value and encourage youth voice and expression. Youth have the opportunity to make significant choices about activities in the program.***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
3.1.A	Young people's interests are reflected in the physical program space	Observation, Photos	
3.1.B	Young people's work and accomplishments are on display (when appropriate)	Observation, photos	
3.1.C	Young people are able to choose from a variety of program activities	-Daily and weekly schedule, Lesson plans (only if they show multiple activity choices), -Observation	

***Effective Practice 2: Youth serve as leaders and mentors to each other.***

3.2.A	Our program includes opportunities for youth to lead and/or mentor each other	Daily schedule, Lesson plans, program description, staff and/or family handbook -Observation	
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***Effective Practice 3: Our staff support youth's leadership development through appropriate skill-building opportunities (e.g. goals setting, planning).***

3.3.A	Our program includes opportunities for young people to develop leadership skills (goal setting, facilitation, program planning)	Lesson plans, Observation	
3.3.B	Our program includes opportunities for young people to try out their emerging leadership skills (could be in the program, at home, in the community, etc.)	Daily schedule, Lesson plans, family newsletter, photos, Observation	

***Effective Practice 4: Youth input and contributions are encouraged in activity planning, implementation and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.***

3.4.A	Young people are involved in planning program activities	Daily schedule, Lesson plans, staff handbook, family handbook -Observation	
3.4.B	Young people are involved in evaluation of program activities	Lesson plans, evaluation plans and/or results, narrative description of process -Observation	

***Effective Practice 5: Our staff provide opportunities for reflection and for youth to showcase their work.***

3.5.A	Our program provides opportunities for young people to demonstrate their knowledge and/or showcase their work through performances, projects, open house nights, etc.	Daily schedule, Lesson plans, event flyers, photos, family newsletter -Observation	
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## Building Block 4: Responsiveness to Culture & Identity

***Effective Practice 1: Our program cultivates an inclusive environment where all youth and families are welcome and respected.***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
4.1.A	Our program values and respects the backgrounds and cultures of young people and their families	Staff and family handbook, Policies & Procedures manual, Written Narrative	
4.1.B	Our staff recognizes that young people are shaped by their lived experiences, and is committed to understanding them as unique individuals	Staff and family handbook, Observation, Policies & Procedures manual, Documentation of activity plans, Training, Written Narrative	
4.1.C	Our program's activities and materials accurately and respectfully reflect the language, art, music, stories, and games from young people's cultural traditions	Daily schedule, Lesson and activity plans, Observation, Policies & Procedures manual	

***Effective Practice 2: Staff create a safe atmosphere for children and youth to explore their own identity, including cultural beliefs and practices.***

4.2.A	Our program promotes positive identity development and cross-cultural understanding.	Daily schedule, Staff and family handbook, Lesson plans, Policies & Procedures manual - Observation	
4.2.B	Our staff plan and implement activities that promote awareness and acceptance of similarities and differences, including culture, gender identity, abilities and community	Staff and family handbook, Lesson plans, Policies & Procedures manual - Observation	

***Effective Practice 3: Youth are encouraged to be their whole selves, honoring their culture, sense of self and life experiences.***

4.3.A	When appropriate, young people have opportunities to share about their culture and/or lived experiences	Staff and family handbook, Lesson plans, Agendas and/or flyers from family nights and other special events -Observation	
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***Effective Practice 4: Our program makes a genuine effort to ensure staff reflect the diverse race, gender, culture, sexual orientation, language and special needs of the young people being served.***

4.4.A	Our program actively promotes open positions to multiple audiences in ways that are welcoming and encourage all to apply	Policies & Procedures manual, Narrative description of hiring practices, Sample list of places where job openings are posted, Sample recruitment/open position advertisement	
4.4.B	We take steps to reduce bias in hiring and seek to hire staff who reflect the identities of the young people we serve	Hiring practices and procedures policy	

***Effective Practice 5: Staff meet youth “where they’re at” and respond to their unique interests, needs and abilities.***

4.5.A	Our staff support and respect all ability levels	Staff and family handbook, policy and procedures handbook -Observation	
4.5.B	Our staff adapts activities to meet the developmental needs of young people. That includes using school assessment data (like IEPs) and other program data to inform changes to activities.	Staff and family handbook, Lesson plans, Policies & Procedures manual	

## Building Block 5: Community & Family Engagement

***Effective Practice 1: Our program proactively builds meaningful community partnerships that have a logical fit and bring mutual value to each partner.***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
5.1.A	Our program is intentional about developing and nurturing collaborative partnerships with families, schools, and communities	Daily schedule, Photos, Field trips, Guest speakers, partnership agreements, flyer for class led by partner organization, family handbook with caregiver engagement opportunities, family newsletter	

***Effective Practice 2: Our program actively embraces the culture(s) of young people, their families, and their communities.***

5.2.A	Our staff's interactions with families are consistently culturally-appropriate, respectful, and welcoming	Observation, Family newsletter, Samples of parent communications, Narrative detailing communications approaches, including specific examples of how those methods are put into practice with families.	
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***Effective Practice 3: Our program encourages and welcomes family and community involvement (as volunteers, presenters, partners, etc.)***

5.1.A	Our program is intentional about developing and nurturing collaborative partnerships with families, schools, and communities	Staff and family handbook, Policies & Procedures manual, Photos, Family events, Guest speakers (especially from families), Newsletters, Sample communications (emails, family information board, phone calls, conferences, one-on-one conversations with family members, family meetings, etc.)	
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***Effective Practice 4: Our programs and families regularly communicate with each other about things like the youth's progress, opportunities to get involved, and feedback on the program.***

5.4.A	Our program has a plan to ensure regular communication with families	Newsletters, Sample communications (meeting agendas, schedules, email communications, etc.)	
5.4.B	Our program provides families with clear, regular opportunities to share feedback (written or verbal) about the program	Participant Surveys, Newsletters, Sample communications, family handbook	
5.4.C	Our program has a clear, written policy for addressing any concerns from young people and/or families in a constructive, fair manner	Staff and family handbook, Policies & Procedures manual	

***Effective Practice 5: Our program encourages and acknowledges young people's contributions to the community***

5.5.A	Our program highlights young people's accomplishments within our program as well as in the larger community	Photos, Newsletters, Sample communications, family events	
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***Effective Practice 6: Our program communicates with and is visible in our local community.***

5.6.A	Our program proactively reaches out to the community to share what we do and ways we contribute to the local community	Lesson plans, Photos, Newsletters, Sample communications, program advertisements and flyers	
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***Effective Practice 7: Communication takes place in multiple languages (when appropriate) and through multiple channels.***

5.7.A	We make every effort to provide information in families' preferred language(s)	Staff and family handbook, Policies & Procedures manual, Newsletters, Sample communications	
5.7.B	Our staff members use multiple communication tools and channels to share information with families	Staff and family handbook, Policies & Procedures manual, Newsletters, Sample communications	

## Building Block 6: Youth Safety, Organizational Management & Staff Support

Youth Safety			
<i>Effective Practice 1: Our program has written policies, systems and documentation in place to ensure a safe, appropriate environment and a response for day-to-day needs as well as emergencies.</i>			
Benchmarks: What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
6.1.A	<p>Our program complies with all regulations necessary for lawful operation.</p> <p>Our program status with the MN Department of Human Services (DHS) is (please select one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Licensed</li> <li><input type="checkbox"/> Certification</li> <li><input type="checkbox"/> License Exempt</li> </ul>	<p>DHS License Exempt programs must provide documentation from local governing bodies that your program meets all:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> State Regulations</li> <li><input type="checkbox"/> Local fire codes</li> <li><input type="checkbox"/> Local safety codes</li> <li><input type="checkbox"/> Local health/food codes</li> </ul> <p>No additional documentation is required for DHS Licensed and Certified programs, as they demonstrated the above as a condition of being licensed/certified.</p>	<b>Required</b>
6.1.B	<p>Our program's written policies and procedures include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accident and incident reporting</li> <li><input type="checkbox"/> Emergency drills and emergency situations</li> <li><input type="checkbox"/> First Aid &amp; CPR certification requirements</li> <li><input type="checkbox"/> Chronic health conditions</li> <li><input type="checkbox"/> Communicable diseases</li> <li><input type="checkbox"/> Mandated Reporting</li> <li><input type="checkbox"/> Behavior guidance (including specification of negative approaches not allowed)</li> <li><input type="checkbox"/> Supervision (including high-risk activities)</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> Open door policy for families</li> </ul>	<p>DHS Certification (covers the non-bolded areas), Staff and family handbook, Policies &amp; Procedures manual, Governing Body handbook/guidelines, HR policies, Program website</p>	<b>Required</b>

	<input type="checkbox"/> Youth to staff ratios and group maximums <input type="checkbox"/> <b>Bullying (addressing and preventing)</b> <input type="checkbox"/> <b>Confidentiality</b> <input type="checkbox"/> <input type="checkbox"/> <b>Locating missing or lost youth (including young people who are scheduled to attend but do not arrive)</b> <input type="checkbox"/> <b>Releasing youth to authorized/unauthorized adults</b>		
6.1.C	Our health and safety policies are: <input type="checkbox"/> clearly written <input type="checkbox"/> shared with families <input type="checkbox"/> understood by young people	Staff and family handbook, Policies & Procedures manual, Photos of posted policies, Newsletters, Sample communications to families	
6.1.D	For all young people, our program has the following records, either in hard copy or electronic files, available to staff: <input type="checkbox"/> Medical information (including allergies, medications and limitations, and parental permission for administering medication as necessary) <input type="checkbox"/> Immunizations <input type="checkbox"/> Emergency contact information (updated annually) <input type="checkbox"/> Names and contact information for individuals who are permitted to release/pick up youth <input type="checkbox"/> IEPs or other special needs (if the family makes this information available)	DHS certification, Staff and family handbook, Policies & procedures manual, Governing Body handbook/guidelines, Youth files and/or HR files	<b>Required</b>
6.1.E	The program has each of the following types of first aid kits and directions for their use, and all are accessible to all staff members at all times.  Each kit contains the following:  <b>Onsite: One kit in each space where youth are (e.g., traveling backpack)</b> <input type="checkbox"/> Adhesive bandages of assorted sizes <input type="checkbox"/> Sterile compresses/gauze pads <input type="checkbox"/> Adhesive tape	Observation	<b>Required</b>

	<input type="checkbox"/> Instant ice bag or cold pack <input type="checkbox"/> Disposable, latex-free gloves <input type="checkbox"/> Charged cell phone (only in the absence of walkie-talkies) <input type="checkbox"/> Pencil/pen and notepad <input type="checkbox"/> Hand sanitizer <input type="checkbox"/> Tissues <input type="checkbox"/> Plastic garbage bags/biohazard bags <input type="checkbox"/> Current first aid manual <input type="checkbox"/> Medical Scissors <input type="checkbox"/> Oral or surface thermometer <input type="checkbox"/> Battery operated flashlight (at least one for the site) <input type="checkbox"/> Antiseptic wipes  <b>Onsite: One main kit located in an area that all staff have access to and know where it is. Contents are in addition to those in above kit.</b> <input type="checkbox"/> Bottled water <input type="checkbox"/> Emergency information for all youth and staff <input type="checkbox"/> Pocket face mask <input type="checkbox"/> All medications (prescription, non-prescription, Epi-Pens, etc) locked up or supervised by staff at all times  <b>Offsite: To be taken on field trips or in the case of an emergency evacuation. Contents are in addition to those in above kits.</b> <input type="checkbox"/> Charged Cell Phone <input type="checkbox"/> Child medications/Epi-Pens <input type="checkbox"/> Youth allergy records		
6.1.F	Our staff always has access to a phone (or other two-way communications device) for communication between staff and families	Policies & Procedures manual and Observation	<b>Required</b>
6.1.G	Our program has and follows a written procedure for <b>medication administration</b> that describes the following: <input type="checkbox"/> How medications will be stored	DHS Certification, Staff and family handbook, Policies & Procedures manual	<b>Required</b>

	<input type="checkbox"/> Under what circumstances medications will be given <input type="checkbox"/> What types of medications can and cannot be given <input type="checkbox"/> Who can administer medication <input type="checkbox"/> Documentation for medication administration that is required by the program, Host/Governing Body, or regulatory agencies <input type="checkbox"/> Parental permission to administer each medication <input type="checkbox"/> Specialized training provided to any staff who will administer medication		
6.1.H	Our program's <b>mandated reporting policy</b> includes the following: <input type="checkbox"/> Who are mandated reporters <input type="checkbox"/> What to report <input type="checkbox"/> How to report <input type="checkbox"/> Who to report to <input type="checkbox"/> Failure to report <input type="checkbox"/> How to deal with a staff member who is accused of abusing or neglecting a child in the program <input type="checkbox"/> Protections for mandated reporters	Staff and family handbook, Policies & Procedures manual	
6.1.I	Our staff know how to recognize Youth Suicide Warning Signs, and how to access the National Suicide Prevention Lifeline	Staff training description, staff handbook, policies & procedures manual	
6.1.J	Our program follows a written acceptable use policy for technology, which includes computer use and internet safety	Staff and family handbook, Policies & Procedures manual	
6.1.K	Our indoor and outdoor program spaces meet state and local requirements for health, safety, sanitation and cleanliness	DHS Certification, Staff and family handbook, Policies & Procedures manual, equipment check schedule and sign-off, and Observation	<b>Required</b>
6.1.L	Our staff immediately removes any hazardous or dangerous materials (worn or broken materials/equipment, bodily fluids or other potentially harmful fluids) from indoor and outdoor program spaces	DHS Certification, Staff and family handbook, Policies & Procedures manual, equipment check schedule and sign off, and Observation	<b>Required</b>

6.1.M	Our program holds hazardous or dangerous materials (medications, cleaners, chemicals, and sharp tools or objects) in places not accessible to youth, such as a locked storage area	DHS Certification, Policies & Procedures manual, and Observation	Required
6.1.N	<p>Our staff members follow sufficient adult-to-youth ratios to ensure young people are well supervised Staff members organize youth and/or program activities into clearly identifiable areas so that groups do not exceed sizes that can be safely supervised as determined by the grade level of the youth.</p> <p>The minimum guidelines* are:</p> <ul style="list-style-type: none"> <li>• Pre-K ratio: 1 adult to every 10 youth</li> <li>• Kindergarten and older ratio: 1 adult to every 15 youth</li> <li>• Mixed ages that include Pre-K ratio: 1 adult to every 10 youth</li> </ul> <p>*If a host or governing body requires a more rigorous standard for lawful operation, then the more rigorous standard must be followed</p>	Staff handbook, Policies & Procedures manual, and Observation	Required
6.1.O	Extra staff members (beyond the minimum ratio) are present on field trips and during high-risk activities.	DHS Certificate or Staff handbook, Policies & Procedures manual and Observation	
6.1.P	Our program ensures that at least two staff members are onsite and with young people until all youth have left the program	Staff and family handbook, Policies & Procedures manual, and Observation	
6.1.Q	Our program follows a clear attendance policy that is explained in the staff and family handbooks	Staff and family handbook, Policies & Procedures manual, Observation	
6.1.R	Our program uses a functioning, accurate tracking system so that staff always know which young people are assigned to them and where they are throughout the day	Narrative description of tracking system, policies & procedures manual, and Observation	Required
6.1.S	Our program's check-in/check-out procedure documents young people's arrival to and departure from the	Staff and family handbook, Policies & Procedures manual, and Observation	Required



	program, including a record of the individual picking up the youth		
6.1.T	Our program takes steps to prevent unauthorized individuals from taking young people from the program, and we have a written policy that explains this. (e.g., transportation changes, authorized changes in youth release information, late arrivals, absences, etc.).	Staff and family handbook, Policies & Procedures manual, Observation	Required
6.1.U	Our program has clear written policies for safely transporting young people to and from any off-site activities	Staff and family handbook, Policies & Procedures manual	
6.1.V	Our program provides nutritious, well-balanced snacks and/or meals (when appropriate)	Observation, Sample menus	
6.1.W	Our program follows Host/Governing Body guidelines or requirements of local regulatory agencies for food handling, including preparation and clean-up	Staff and family handbook, Policies & Procedures manual, Observation	Required
6.1.X	Our program participants always have access to safe drinking water	Observation	Required

## Organizational Management

***Effective Practice 2: Our program mission is understood by staff, board, youth and families and is aligned with the goals of the broader organization (if applicable.)***

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
6.2.A	Our program mission and goals are displayed where staff, families and young people can see and review them	Staff or family handbook, Sample communications (on-site poster)	
6.2.B	Our program follows a regular schedule that is communicated to all staff, families and young people	Daily and weekly schedule, Staff and family handbook, Sample posters/communications	

***Effective Practice 3: Our program has solid oversight: a clearly defined decision-making process, set policies that are understood and followed, and competent supervision of staff/volunteers.***

6.3.A	Our staff know and have access to our organization's policies and procedures	Assessor to observe that staff can easily access our Policies & Procedures manual	
6.3.B	Our staff orientation clearly and thoroughly covers job descriptions and expectations, program policies and procedures, and quality standards	Staff handbook, Policies & Procedures manual, Training records	
6.3.C	<p>The program's <b>background check policy</b> states that staff and volunteers (unless under the age of 18) must have a background check prior to employment. Youth volunteers under the age of 16 and enrolled in school are exempt. Volunteers cannot be alone with minors.</p> <p>Proof of a completed background check is located in each staff and volunteer file.</p>	<p>DHS Certification (covers all requirements of 6.3.C)</p> <p><u>OR</u> if no DHS Certification, provide evidence through Staff and family handbook, Policies and procedures manual, Governing Body handbook/guidelines, Staff/substitute files, HR files</p>	Required
6.3.D	<p>For all staff and substitutes (short-term and long-term), our program* has the following records, either in hard copy or electronic files:</p> <p><input type="checkbox"/> Background check</p> <p><input type="checkbox"/> Screening for suitability to work with youth (i.e., resume, job application, interviews, references)</p> <p><input type="checkbox"/> First Aid &amp; CPR Certification</p> <p><input type="checkbox"/> Signed acknowledgement that the employee/substitute has read and understands the content of the staff handbook and/or policies and procedures manual</p> <p><input type="checkbox"/> Signed documentation that employee/substitute completed orientation and understands their role</p> <p>*If a third party manages staffing, please provide their documentation as evidence</p>	Staff and family handbook, Policies and procedures manual, Governing Body handbook/guidelines, Staff/substitute files, HR files	Required
6.3.E	<p>For all staff employed more than one year, our program also has the following records, either in hard copy or electronic files:</p> <p><input type="checkbox"/> Professional development plan</p> <p><input type="checkbox"/> Annual performance evaluation</p>	<p>Assessor to review Staff files, HR files <b>on site.</b></p> <p><i>Please do not upload files with personal or identifying information.</i></p>	Required

6.3.F	For all volunteers, our program has the following records, either in hard copy or electronic files: <input type="checkbox"/> Background check <input type="checkbox"/> Signed acknowledgement that the volunteer completed orientation and understands their role	DHS Certification Volunteer files and/or HR files to be reviewed on site (not uploaded)	<b>Required</b>
6.3.G	Our program's volunteer policies do not count volunteers toward program ratios; we do not permit volunteers to be alone with young people	Staff handbook, Policies & procedures manual, Volunteer handbook and/or orientation	<b>Required</b>

***Effective Practice 4: Our program budget is tied to program goals and supported by solid financial management.***

6.4.A	Our program site has a clear budget that reflects our mission and goals	Observation Budget records, Profit & Loss statements, narrative of budgeting process, meeting minutes of approved budget by community council (for community education) or board of directors if relevant	
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***Effective Practice 5: Our program has a system for collecting and evaluating data to support the program's continuous growth and improvement.***

6.5.A	Our program site engages key stakeholders in annual continuous program improvement by: <input type="checkbox"/> Collecting data <input type="checkbox"/> Reflecting on that data <input type="checkbox"/> Making an improvement plan <input type="checkbox"/> Actively making program improvements	Self-Assessment Data Reflection Session (Required), Observation notes, Completed assessment tool(s), Staff meeting agendas, Program improvement plan	<b>Required</b>
6.5.B	Our program uses established tools and accepted best practices to understand and reflect on our program's quality	Self-Assessment Data Reflection Session (Required), Observation notes, Completed assessment tool(s), Staff meeting agendas, Program improvement plan	

## Staff Support

**Effective Practice 6: Our organization respects and supports the culture and identity of youth workers, and values them as individuals and professionals.**

<b>Benchmarks:</b> What does this effective practice look like?		Suggested ways to demonstrate this benchmark	Track submitted evidence here
6.6.A	Our staff members work together as a cohesive team	Observation, staff meeting schedule, sample staff meeting agenda	

**Effective Practice 7: Our organization provides a clear path for staff to develop and advance, and ensures access to multiple staff professional development opportunities, including research-based best practices and cultural responsiveness.**

6.7.A	Our site leadership and staff engage in regular, ongoing professional development that includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> CPR</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Culturally competent and responsive youth work</li> <li><input type="checkbox"/> Positive youth development</li> <li><input type="checkbox"/> Positive behavior management</li> </ul>	Staff and family handbook, Policies & Procedures manual, Training records	
6.7.B	Our program assesses staff training needs, and uses that information to align professional development to our specific needs.	Staff handbook, Policies & Procedures manual, Training records	
6.7.C	Our staff participate in multiple opportunities to receive feedback and to reflect on their work, including an annual performance review	Staff handbook, Policies & Procedures manual, Training records, Drop-in program observations and evaluations, records of performance reviews for a sample of staff	