# COLLEGE AND CAREER READINESS (CCR)

**Beyond School Bells**
nebraska**children**

## GOAL

**Connect students with experiences, activities, and opportunities to explore their interests and begin to develop skills for a successful future.**

**SUMMARY:** College and Career Readiness (CCR) programs and activities are intended to provide students with the knowledge, skills, and abilities that will prepare them for college, career, and entrepreneurship opportunities after they complete high school. CCR topics and activities can be included within a variety of after school and summer learning opportunities, and should be referenced over and over again to drive home the importance of CCR skills and the opportunities they provide students throughout their lifelong learning process.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**CONDUCT**
visioning and goal setting activities to encourage students to think about their future dreams and goals.

**CREATE**
opportunities for families and students to explore career interests together.

**DEVELOP**
activities that encourage students to engage, explore, and encounter the six career fields:

- Agriculture, Food, and Natural Resources
- Business
- Communication and Information System
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Science

**DISPLAY**
posters showing examples of college and career training, including:

**ENGAGE**
college students as volunteers or staff, and have them share their experiences, goals, and plans with the group.

**INCORPORATE**
career readiness and employability skills by identifying and defining these skills during program activities.

**PARTNER**
with local business and industry partners to provide business tours, career day speakers, and club leaders (short-term and/or long-term clubs).

- 2-year Colleges
  (Community Colleges; Technical Schools; etc.)
- 4-year Colleges/Universities
  (State Colleges; State Universities; etc.)
- Apprenticeship Programs
  (Registered Apprenticeships; Pre-Apprenticeships; etc.)
- Career Opportunities
  (Non-Traditional Careers; Underrepresented Groups; the World of Work)

**PARTNER**
with local colleges and universities to provide guest speakers and campus tours.

**PROVIDE**
family and caretakers with information and resources to encourage discussions around college and career opportunities at home.

**SEEK OUT**
staff and volunteers with diverse college and career backgrounds and experiences.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## COLLEGE AND CAREER READINESS (CCR)

**Beyond School Bells**
nebraska**children**

| SCALE | 3 | 2 | 1 | N/A |
|---|---|---|---|---|
| **Description** | EXCEEDS STANDARD | MEETS STANDARD | DOES NOT MEET STANDARD | NOT APPLICABLE/ UNSURE OF STATUS |
| **Consideration** | Others can look to our program to see how to do this well. | Others can see this area in our program. | We need to focus on this area, and we might need help with it. | This doesn't apply to our program, or we're not sure about this element. |

| PROGRAM PRACTICES | GUIDING QUESTIONS | | NOTES |
|---|---|---|---|
| **Family Engagement** *Actively seek out, involve, and solicit input w(formal and informal) from student's family and caretakers.* | How are family members and caretakers engaged in our CCR activities? | | |
| **Partner & Community Engagement** *Cultivate relationships and community support to advocate for programs and contribute to program success.* | What partners have been engaged for CCR activities? Have high school and college partners been engaged in CCR planning and activities? | | |
| **Staff Development & Expectations** *Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | What CCR elements have been identified as development and training opportunities? How do we cover this information? (manuals, online training, in-person training) | | |
| **Program Focus** *Provide a variety of age-appropriate activities,including academic achievement, servicelearning, and career exploration programming.* | What CCR activities do we offer for different age groups? What CCR programs do we offer daily, weekly, seasonally, and in summer? | | |
| **Youth Focus** *Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How do we engage youth in the development of CCR activities? How do they provide input about CCR activities and planning? | | |
| **Administration** *Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | What types of CCR program data do we collect? What does success in our CCR programs look like? | | |
| **Tools, Environment, & Physical Space** *Ensure the safety, security, and protection of all students.* | Where will the CCR activities take place? What safety factors or issues do we need to consider? | | |

## TOTAL

## GOAL

**Keep students active and engaged in academic opportunities, skill-building activities, and creative pursuits during the summer months in order to help students maintain their academic proficiency during the school year.**

**SUMMARY:** Summer Learning programs provide the opportunity to directly address summer learning loss in students by actively engaging them in recreational, creative, and project-based learning activities. In addition to academic achievement, Summer Learning activities should serve students' holistically by focusing on their social, emotional, academic, and physical development.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**CREATE** ⭐
a reading program that can be easily incorporated into the summer program. Confirm that summer participants have a library card. For students without a library card, partner with a local library to coordinate these students receiving a library card.

**CULTIVATE** ⭐
service learning and community service opportunities for students.

**DEVELOP** ⭐
project-based learning activities to leverage the additional time summer programs provide.

**EVALUATE AND DETERMINE** ⭐
the programs and clubs that were most popular with students during the school year program.

**GET TO KNOW** ⭐
your families and caregivers; greet family members when they arrive to drop off and pick up their students.

**IDENTIFY** ⭐
goals for the summer:

- What do you want the students to accomplish?
- What do you want your staff to accomplish?
- Are you going to focus on specific skill building areas? Which ones?

**INCORPORATE** ⭐
academic enrichment activities into the summer program.

**PARTNER** ⭐
with teachers to discuss areas of focus for the last school year and coming school year

**PREPARE** ⭐
a list of planned summer activities and determine the resources and materials needed for each activity.

**TALK** ⭐
with caregivers about their student's needs, interests, and any special circumstances.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## SUMMER LEARNING

**Beyond School Bells**
nebraskachildren

| SCALE | 3 | 2 | 1 | N/A |
|---|---|---|---|---|
| **Description** | EXCEEDS STANDARD | MEETS STANDARD | DOES NOT MEET STANDARD | NOT APPLICABLE/ UNSURE OF STATUS |
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| PROGRAM PRACTICES | GUIDING QUESTIONS | ☀ | NOTES |
|---|---|---|---|
| **Family Engagement** *Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | When and how are family members and caregivers they engaged in our summer planning process? | | |
| **Partner & Community Engagement** *Cultivate relationships and community support to advocate for programs and contribute to program success.* | What roles to community partners play in our summer programming? | | |
| **Staff Development & Expectations** *Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | What is our recruitment and training process for summer staff and volunteers? | | |
| **Program Focus** *Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | How is our summer program different from after school program? What do we add or remove from our summer program and why? | | |
| **Youth Focus** *Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How are youth engaged in the development of our summer program? What are the levels of engagement based on their ages/grades? | | |
| **Administration** *Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | How do we measure the success of our summer program? What supports do we need for summer? | | |
| **Tools, Environment, & Physical Space** *Ensure the safety, security, and protection of all students.* | Where will our summer program take place? What safety factors do we need to consider for different areas? | | |

**TOTAL**

# SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)

**Beyond School Bells**
nebraska**children**

## GOAL

**Develop activities and opportunities that help students acquire 21st century skills and support college and career readiness by engaging students in Science, Technology, Engineering, and Math (STEM) experiences.**

**SUMMARY:** STEM programming involves activities and events that focus on Science, Technology, Engineering & Math. These activities should engage students and families through hands-on, contextualized learning. STEM content can be incorporated in different areas of afterschool and summer learning programs; it should not be limited to math and science activities. STEM programming provides the opportunity to create and develop student interest through formal and informal experiments, and real-world experiences.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**CONSIDER**
the cost of program materials and competitions. Identify partners and/or volunteers who can help to offset material costs by donating time, services, or materials to the program.

**CREATE**
a vision for your STEM program.

- Will your program focus on specific elements of STEM?
- What age group are you targeting?
- Will your STEM program fit into a larger STEM program in your school or community?

**DESIGN**
activities that allow students to learn trial and error techniques by interacting with and manipulating materials in order to solve a problem or meet an objective.

**ENCOURAGE**
students to use available tools, equipment, and technology to explore their personal interests.

**ENGAGE**
students in the club development process by providing age-appropriate opportunities:

- Help to name the club
- Decorate the club space
- Give input on club projects and activities

**FACILITATE**
learning opportunities by bringing in guest speakers and presenters (including business partners, college representatives, and student family members) to share examples of STEM in their jobs and at home.

**LOOK FOR**
STEM curriculum to support your program's goals for student engagement in STEM.

**PROMOTE**
teamwork and personal accountability through group activities with a shared goal.

**PROVIDE**
hands-on, project-based learning activities designed to increase student interest in STEM related fields and career pathways.

**TRAIN AND PREPARE**
staff and volunteers to facilitate age-appropriate STEM activities and curriculum.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

| SCALE | 3 | 2 | 1 | N/A |
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| PROGRAM PRACTICES | GUIDING QUESTIONS | ⊕ | NOTES |
|---|---|---|---|
| **Family Engagement** *Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | How do we engage family members and caretakers in our STEM programming? Do we ask about their jobs? | | |
| **Partner & Community Engagement** *Cultivate relationships and community support to advocate for programs and contribute to program success.* | What STEM partners or schools can we engage? Are we working with colleges or professionals who use STEM in their daily work? | | |
| **Staff Development & Expectations** *Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | What do our staff know about STEM elements? Can our staff make connections between our activities and STEM ideas? | | |
| **Program Focus** *Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | How do we offer STEM activities for different age groups we serve? What do the different STEM levels look like in our program? | | |
| **Youth Focus** *Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How are youth engaged in STEM programming? Do we ask for their ideas and follow-up with the students? | | |
| **Administration** *Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | What do we need to include or expand our programs to focus on STEM? How can we measure the success of STEM activities? | | |
| **Tools, Environment, & Physical Space** *Ensure the safety, security, and protection of all students.* | What tools and space is needed for STEM activities? What safety considerations are there when dealing with STEM? | | |

**TOTAL**

# ARTS

Beyond School Bells
nebraskachildren

## GOAL

**Combine learning with afterschool activities that engage students through creative processes like visual arts, dance, music and theater.**

**SUMMARY:** Arts programs and activities help to boost the self-confidence of students and provide an opportunity to actively engage parents and community members. Arts programming is flexible and adaptable and can be incorporated into practically any type of afterschool or summer learning activity.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**ASK** ★
local artists, art students (college or high school) or community members (including members of students' families) to assist in creating or leading art activities.

**ASK** ★
students what type of art activities they are interested in exploring and develop a plan to incorporate these activities into the program.

**HOST** ★
a public art show or performance to allow students to showcase their work and talent publicly; invite family members, volunteers and school personnel to attend. This can be a special event or during program hours with students' work on display for parents and guests to view.

**POINT OUT** ★
art skills that connect to other school and afterschool subjects and activities. For example:

- Using ratio when drawing/painting (If a student is drawing their house, the sun is usually smaller than the house)
- Perspective (What does the picture look like if we're standing next to the house and not in front of it?)
- Mixing colors or paints to create new colors (How does the color changes when you add more or less of another color?)
- Music and dance require numbers and counting (When else are we using numbers for everyday things?)

**INCLUDE** ★
a variety of artistic activities and opportunities for students: dance; music; visual arts (painting, drawing, etc.); creative writing/poetry; working with different mediums (clay, pipe cleaners, etc.)

**OFFER** ★
a variety of individual and group art activities to better develop individual skills and to enhance teamwork, interpersonal and problem-solving skills.

**PARTNER** ★
with school staff to find ways to connect art projects and activities to the work being done during the school day.

**INCORPORATE** ★
art activities in other club or program activities:

- Ask students to create posters promotingclubs or events
- Ask students to decorate the spaces used for afterschool or summer learning activities
- Provide students the opportunity to color/paint/decorate the items built and designed by other clubs and groups they are engaged in

**RESEARCH,** ★
select and develop age-appropriate activities that will engage students of all skill levels.

**TRAIN** ★
program staff and volunteers on basic art information and techniques; ask local artists and art students (college or high school) to provide this training.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## ARTS

**Beyond School Bells**
nebraska**children**

| SCALE | 3 | 2 | 1 | N/A |
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| PROGRAM PRACTICES | GUIDING QUESTIONS | | NOTES |
|---|---|---|---|
| **Family Engagement**<br>*Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | How are family members and caretakers engaged in our Arts activities? | | |
| **Partner & Community Engagement**<br>*Cultivate relationships and community support to advocate for programs and contribute to program success.* | What partners have been engaged in Arts activities? Have local artists been engaged in program planning and activities? | | |
| **Staff Development & Expectations**<br>*Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | How have staff been trained to lead Arts activities? How do we cover this information? (manuals, online training, in-person training) | | |
| **Program Focus**<br>*Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | What Arts activities do we offer for different age groups? How do we offer Arts activities daily, weekly, seasonally, and in summer? | | |
| **Youth Focus**<br>*Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How do we engage youth in the development of Arts activities? How do they provide input about Arts activities and planning? | | |
| **Administration**<br>*Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | What types of Arts program data do we collect? What does success in our Arts programs look like? | | |
| **Tools, Environment, & Physical Space**<br>*Ensure the safety, security, and protection of all students.* | Where will the Arts activities take place? What materials are needed? What safety factors or issues do we need to consider? | | |

## TOTAL

# ENVIRONMENTAL EDUCATION (EE)

**Beyond School Bells**
nebraskachildren

## GOAL

**Develop activities that encourage students to investigate and understand impacts to the environment through hands-on exploration.**

**SUMMARY:** Environmental education nurtures curiosity and fosters awareness of the natural world while informing students of the shared responsibility we all have to be good stewards of our community. It also enhances problem solving, critical thinking and decision-making skills through hands-on activities and learning experiences.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**COORDINATE** ★
service learning and stewardship opportunities to reinforce the responsibility we all have to maintain the environment.

**DESIGN** ★
simple investigations that encourage students to think about and interact with their physical environment. Encourage students to describe their observations and share their experiences as a part of the activity.

**DEVELOP** ★
a variety of short and long-term activities for students to engage in: recycling; outdoor planting; indoor planting; environmental health (ex. reduce dust); conservation activities (ex. reduce water usage); preservation activities (ex. litter cleanup).

**IDENTIFY** ★
available spaces and prepare activities based on the location of the activity:

- Green space (park, trees, bushes) – can focus on plants, animals and ecosystems (nature games, scavenger hunts, exploration).

- Sidewalks and paved surfaces – can modify green space activities and conduct 'thought experiments' (What would animals need if they lived here today? What would need to change?)

- Indoor space – can lead table games/activities focused on environmental topics (plan a garden; word searches; design a park/city/neighborhood)

**INCLUDE** ★
partners and volunteers in the planning and development of activities.

**INCORPORATE** ★
other program elements (such as STEM and Arts) into program activities.

**INCREASE** ★
environmental literacy by spending time outdoors and providing hands-on experiences and activities.

**PARTNER** ★
with local farmers and the agriculture community to broaden students' understanding of environmental needs.

**REACH OUT** ★
to community members and organizations to find volunteers with an interest in the environment and/or agriculture to help lead activities and train staff.

**SCHEDULE** ★
field trips and offsite learning opportunities to introduce students to a variety of environmental topics.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## ENVIRONMENTAL EDUCATION (EE)

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nebraska children

| SCALE | 3 | 2 | 1 | N/A |
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| PROGRAM PRACTICES | GUIDING QUESTIONS | | NOTES |
|---|---|---|---|
| **Family Engagement** *Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | How are family members and caregivers engaged in our EE activities? | | |
| **Partner & Community Engagement** *Cultivate relationships and community support to advocate for programs and contribute to program success.* | What partners have been engaged in EE activities? Have local agriculture partners, garden centers or colleges been invited to help plan EE activities? | | |
| **Staff Development & Expectations** *Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | How are staff and volunteers prepared for EE activities? What efforts are made to engage local partners to conduct training activities? | | |
| **Program Focus** *Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | How do we offer EE activities as a part of service learning? How is career exploration for different ages included in our EE activities? | | |
| **Youth Focus** *Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How are youth engaged in planning EE activities? What opportunities are available for youth be leaders in EE activities? | | |
| **Administration** *Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | What do we need to start or expand EE activities in our program? How do we measure the success of our EE activities? | | |
| **Tools, Environment, & Physical Space** *Ensure the safety, security, and protection of all students.* | Where will EE activities take place? Is space an issue for us to offer EE activities? How can EE activities be led year-round and/or indoors? | | |

## TOTAL

# FAMILY ENGAGEMENT

## GOAL

**Encourage and sustain family engagement in afterschool and summer learning programs.**

**SUMMARY:** Family engagement is about increasing the involvement of family members and caretakers in afterschool and summer learning programs. Partnership and coordination between afterschool programs, school partners and families is key to student success academically, behaviorally and socially.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**COMMUNICATE**
with family members and caregivers frequently and in positive ways, using a variety of formal and informal methods to update them on program activities, events and goals.

**CONDUCT**
family events and meetings at times and locations that are convenient for families and caretakers.

**COORDINATE**
volunteer opportunities that family members and caretakers can fill to support the program. Communicate with family members to determine their areas of interest.

**CREATE**
a welcoming environment that embraces diversity by greeting family members by name and providing language appropriate documents and information.

**DEVELOP**
a "Family Handbook" (or flier) that welcomes families, defines family engagement and outlines ways for families to get involved. Family engagement can be:

- Direct participation in regular program activities.
- Involvement in program design.
- Participating in special events.
- Serving on advisory committees.

**PARTNER**
with community agencies to identify resources where families can receive assistance (ex. Food bank, health department, community action program, etc.).

**REQUEST**
feedback from family members and caregivers about activities that are offered and activities they would like to engage in with their child.

**REVIEW**
family engagement efforts and identify areas of success and areas that need improvement:

**SURVEY**
engaged family members to solicit their input and identify the reasons they participate in afterschool programs.

**TRAIN**
and develop staff to understand the needs of families and available community resources.

- What activities were the most effective at engaging family members?
- What time or day of the week were family members most engaged?
- How can you build on the successful efforts?

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## FAMILY ENGAGEMENT

**Beyond School Bells**
nebraskachildren

| SCALE | 3 | 2 | 1 | N/A |
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| PROGRAM PRACTICES | GUIDING QUESTIONS | | NOTES |
|---|---|---|---|
| **Family Engagement**<br>*Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | How do we engage family members and caretakers in in all parts of our program? | | |
| **Partner & Community Engagement**<br>*Cultivate relationships and community support to advocate for programs and contribute to program success.* | How are we working with partners to offer family activities and events during our program? | | |
| **Staff Development & Expectations**<br>*Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | How are our staff trained to engage family members and caretakers? How do they receive this training? | | |
| **Program Focus**<br>*Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | How do we get input from family members and caretakers about our programs? How do we incorporate their feedback? | | |
| **Youth Focus**<br>*Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | How do we include youth in planning activities for families? What is their role in these activities? | | |
| **Administration**<br>*Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | What information do we need to focus on family engagement? What does successful family engagement look like? | | |
| **Tools, Environment, & Physical Space**<br>*Ensure the safety, security, and protection of all students.* | What type of environment do we need to increase family engagement? | | |

**TOTAL**

# STAFF DEVELOPMENT



## GOAL

**Increase training and development efforts to improve staff knowledge, confidence and performance when they are coordinating, leading and supporting afterschool and summer learning programs.**

**SUMMARY:** Staff need to have a strong and consistent foundation and skillset in order to successfully implement youth programs. Staff development focuses on continuous improvement through on-going training and development opportunities. Staff development is a key element in afterschool and summer learning programs because staff model behaviors, attributes and problem-solving skills for students participating in activities.

## BEST PRACTICE GUIDELINES

Action items focused on high quality youth development and program development efforts.
You can choose from these elements and adopt the ones that will help meet your program's needs.

**COACH**
staff after training and development opportunities occurred to provide ongoing support and guidance.

**COLLABORATE**
with partners to provide trainings related to team building, communication skills, organizational skills and working with youth from special populations.

**ENCOURAGE**
staff to explore available resources (online and hard copy) on their own and to share their insights with other staff at upcoming trainings and meetings.

**ESTABLISH**
a regular meeting date and time to allow staff to talk through program needs, issues and questions. (Open communication encourages ongoing development.)

**FOCUS**
on staff development as an ongoing effort that starts during recruitment, continues through onboarding and expands as the team member continues their role.

**INCORPORATE**
the expectations for professional development into the recruitment process. Promote the ongoing training individuals will receive as a benefit of the job.

**INCREASE**
staff confidence and abilities through training and development opportunities.

**SUPPORT**
staff attendance and participation in training and development opportunities, even training experiences outside of your program.

**SURVEY**
staff and allow them to reflect on their abilities to identify areas of interest for training opportunities. (Staff who feel valued and listened to will be more engaged in the training.)

**UTILIZE**
trainers and facilitators with expertise in development areas identified for training.

## DIG DEEPER

To dig deeper, check out **beyondschoolbells.org** on the Beyond School Bells website.

# PROGRAM WORKSHEET
## STAFF DEVELOPMENT

**Beyond School Bells**
nebraska**children**

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| PROGRAM PRACTICES | GUIDING QUESTIONS | ⚙ | NOTES |
|---|---|---|---|
| **Family Engagement** *Actively seek out, involve, and solicit input (formal and informal) from student's family and caretakers.* | How do we get input from family members and caretakers about our staff's performance? What do we do with this information? | | |
| **Partner & Community Engagement** *Cultivate relationships and community support to advocate for programs and contribute to program success.* | What partners do we invite to help train our staff and volunteers? What areas of expertise are we looking for in these partners? | | |
| **Staff Development & Expectations** *Provide staff and volunteers with program training, resources, and tools, including youth development information and training.* | How often do we provide training? How do we get input from staff on training they want? How do we train staff? (manuals, online training, in-person training) | | |
| **Program Focus** *Provide a variety of age-appropriate activities, including academic achievement, service learning, and career exploration programming.* | How do we engage staff in developing program activities? How do staff provide input on program activities? | | |
| **Youth Focus** *Incorporate age appropriate student-led efforts, mentoring opportunities (formal and informal), and social enrichment activities.* | What staff training is offered around youth development? Are staff offered information around mentoring or engaging youth? | | |
| **Administration** *Foster continuous improvement using program data, monitoring, and evaluations; and communicate program status and outcomes.* | How do we evaluate our staff? Do our staff evaluate our programs and trainings? How do we know if a training is successful? | | |
| **Tools, Environment, & Physical Space** *Ensure the safety, security, and protection of all students.* | Where do we conduct staff trainings? How are staff trained in safety and security measures? | | |

## TOTAL