

## **Supporting Continuous Quality Improvement: A Crosswalk Between the School-Age Care Environment Rating Scale, Updated Version, and the School-Age Program Quality Assessment with Supplemental Scales**

This crosswalk was developed by the North Carolina Rated License Assessment Project (NCRLAP) to provide a comparison between the School-Age Care Environment Rating Scale, Updated Version (SACERS-U) and the School-Age Program Quality Assessment (SAPQA) with Supplemental Scales for Activity Structure, Homework Help, Recreation Time, Transitions and Departure. While both tools are designed to assess and support quality improvement in school-age programs, they emphasize different aspects of quality and the program experienced by children. This document identifies areas of alignment between the two assessment tools, highlighting where concepts, indicators, and practices correspond.

The findings and information presented in this crosswalk are based on NCRLAP's implementation of both the SACERS-U and SAPQA with Supplemental Scales. As such, the crosswalk reflects the guidance, practices, and expectations used within the state's licensure and quality improvement system, Pathways to the Stars. The findings of this crosswalk may differ from other crosswalks, including those completed by the Weikart Center. This is because all items in the SACERS-U are not scored as part of NC's process, and NC is using only the SAPQA with Supplemental Scales and not the Organizational Quality Assessment (OQA). This document is designed to help North Carolina programs, administrators, and quality improvement specialists better understand the relationship between the two assessment tools, support continuous quality improvement efforts, and facilitate informed decision-making regarding program assessment and professional development.

### **Descriptions of the Assessment Tools**

#### **School-Age Care Environment Rating Scale-Updated Edition**

In North Carolina, the SACERS-U is implemented using 31 of the 41 items included in the original scale. Assessments focus on items within the Space and Furnishings, Health and Safety, Activities, Interactions, and Program Structure subscale with one item (42) included from the Special Needs Supplementary Items. There are also NC Additional Notes, which provide clarification and guidance to support consistent interpretation and scoring across programs. The SACERS-U is scored on a 7-point scale (1=inadequate, 3=minimal, 5=good or developmentally appropriate, 7=excellent). Each item has many indicators that address various dimensions of quality.

The SACERS-U implementation focuses on what school-age children experience in programs offered during out-of-school time and the conditions that support those experiences. This includes examining interactions between staff and children, opportunities for engagement, and the availability of materials and activities, as well as factors such as space, health and safety practices, schedules, and program organization. The SACERS-U identifies essential components of quality as those that protect health and safety, build positive relationships, and offer opportunities for stimulation and learning through rich and varied experiences.

#### **School-Age Program Quality Assessment with Supplemental Scales**

The SAPQA with Supplemental Scales uses 86 items to evaluate the quality of school-age programs by focusing on key aspects of children's daily experiences. The assessment includes five domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Supplemental Scales include Activity Structure, Homework Help, Physical Activity, Transitions, and Departure. The domains include multiple scales, and each scale includes multiple items, each of which has a single descriptor for a quality level. The SAPQA uses a 5-point scale to score the items (1=absence/poor practice, 3=some presence, 5=intentional delivery of high-quality practices).

The SAPQA examines the interactions that take place within the program and the overall structure that supports those experiences, including how staff engage with children, the quality of activities offered, and the ways in which staff

promotes participation, belonging, leadership, and meaningful engagement. The SAPQA places strong emphasis on multiple practices that support an active-learning instructional model and quality adult-child interactions. Together, these components are used to understand how program environments and practices contribute to high-quality experiences for school-age children.

### **Framework and Emphasis of the SACERS-U and SAPQA**

Both the SACERS-U and the SAPQA with Supplemental Scales are used to assess program quality for monitoring, improvement, evaluation, and accountability purposes. While both tools are designed to measure quality practices in out-of-school settings, they differ in areas of emphasis and approach, even though there is a good deal of overlap.

The SACERS-U provides a global measure of a wide range of program practices, summarized in a single total score that reflects overall environmental quality and includes structural, process, and environmental elements. The SAPQA with Supplemental Scales focuses on multiple dimensions of practice aligned with an active-learning, youth engagement framework. It prioritizes process quality along with some environmental and structural elements. The SACERS-U is generally considered to have a wider breadth in terms of what it covers, as compared to the SAPQA which offers more depth for a central focus on youth engagement.

### **Approach to the Crosswalk Development**

This crosswalk was developed through a systematic comparison of the SACERS-U and the SAPQA with Supplemental Scales. The process involved a detailed review of both assessment tools, including item descriptions, indicators, and scoring guidance, to identify areas of conceptual alignment and overlap in measured constructs.

All SACERS-U indicators at the 5 (Good) and 7 (Excellent) levels were included in this crosswalk to ensure that higher levels of program quality were fully represented. In addition, selected indicators at the 3 (Minimal) level were included when a clear conceptual or practical association to SAPQA indicators was identified. This allowed for a more complete comparison of related constructs across both tools.

The analysis was based on NC's implementation of the SACERS-U, which uses 31 of the 41 SACERS-U items and from those items, a total of 179 indicators in conjunction with the 86 SAPQA items (including the Supplemental Scales). Because of the structure of the SAPQA items with a single descriptor per quality level vs. a range of indicators per quality level, the 5-point level descriptor was used to represent each item. A core team of three NCRLAP staff who are trained to reliability on both assessment tools, identified alignments based on similarities in intent, constructs, and practices rather than exact wording of items. The listing of items was cross-checked by each of the three initial staff, with additional review by additional NCRLAP staff. The resulting crosswalk reflects professional judgment in matching shared intent, common quality constructs, and observable practices across the two tools to support understanding of how each assessment measures program quality.

To further describe the strength of alignment between the two assessment tools, each SACERS-U indicator included in the crosswalk that related to an item in the SAPQA was assigned an association level of either **High** or **Moderate** based on its degree of fit with corresponding domains, scales, and items. Indicators identified as having a high association demonstrated a strong alignment in purpose, intent, and observable practice. Indicators identified as having a moderate association reflected related concepts or practices but differed in scope, emphasis, or method of measurement. These levels are intended to provide additional context regarding the strength of the relationship between aligned indicators across the two tools.

### **Findings and Interpretations**

Of the 179 SACERS-U indicators included in the crosswalk, 29.9% demonstrated a high association with one or more SAPQA items, 44.6% demonstrated a moderate association, and 25.4% did not have a meaningful association. These findings indicate that nearly three-quarters of the SACERS-U indicators align conceptually with the SAPQA, while approximately one-quarter reflect areas of emphasis that are unique to one tool or the other.

## Core Areas of Alignment

Most indicators included in this crosswalk demonstrated some level of alignment and the strongest alignments were found within the SACERS-U Interactions and Activities subscales, which demonstrated substantial overlap with the SAPQA Interaction, Supportive Environment, Engagement, and Safe Environment domains. High associations were noted in indicators related to:

- Positive staff-child relationships and respectful communication
- Emotional safety and supportive program climate
- Child engagement, encouragement, and problem-solving support

These associations suggest that both tools place emphasis on the quality of children's daily experiences and the interactions that support encouragement and positive relationships.

## Moderate Associations

The largest proportion of SACERS-U indicators (**44.6%**) demonstrated a moderate association with SAPQA items. These indicators reflected shared quality concepts, but the alignment was less direct because the two tools approached the concepts from different perspectives or levels of specificity.

| Concept                                                         | Why a Moderate Association Was Identified                                                             | Why the Association Was Not Rated High                                                                                                                                                                                                                          |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literacy, Science, Mathematics, and Creative Experiences</b> | Both tools value children's access to diverse learning experiences and opportunities for exploration. | The SACERS-U focuses on the availability and accessibility of specific materials and activities, while the SAPQA is non-specific in terms of the types of activities offered and focuses on engagement and facilitation of learning during observed activities. |
| <b>Child Choice and Independence</b>                            | Both tools recognize the importance of allowing children to make choices and pursue interests.        | The SACERS-U measures opportunities and environmental supports for choice, whereas the SAPQA emphasizes how staff promote autonomy, planning, and decision-making.                                                                                              |
| <b>Staff Support for Learning</b>                               | Both tools address staff encouragement, problem-solving, and support for children's development.      | The SAPQA places greater emphasis on intentional teaching practices, skill-building, and scaffolding than the SACERS-U.                                                                                                                                         |
| <b>Program Organization and Routines</b>                        | Both tools recognize that schedules, transitions, and preparation contribute to quality experiences.  | The SACERS-U evaluates specific aspects of the program structures, such as offering outdoor time, and routines, while the SAPQA focuses on how the observed events support engagement.                                                                          |
| <b>Social Development and Behavior Guidance</b>                 | Both tools value positive peer interactions, conflict resolution, and supportive behavior guidance.   | The SACERS-U often measures the presence of practices and expectations, while the SAPQA emphasizes the quality of staff facilitation.                                                                                                                           |

|                                         |                                                                                             |                                                                                                                                                                      |
|-----------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclusion and Cultural Awareness</b> | Both tools support equitable participation, respect, and inclusion of diverse perspectives. | The SACERS-U assesses materials and opportunities that support diversity and inclusion, while the SAPQA focuses on interactions that foster belonging and inclusion. |
|-----------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

These moderate associations suggest that both tools value similar aspects of program quality but often measure them through different lenses. The SACERS-U is intentionally specific, focusing on the presence, accessibility, frequency, and characteristics of materials, activities, and environmental features. In contrast, the SAPQA is intentionally broader, emphasizing how staff facilitate children's engagement, learning, relationships, and development within the program's offerings. As a result, many indicators align conceptually even when the specific evidence used to demonstrate quality differs between the two assessments.

## Thinking About the Distinct Elements

While substantial alignment was identified between the SACERS-U and the SAPQA, some indicators did not have a direct connection. These distinct elements (25.6% of SACERS-U indicators and 22% of SAPQA items) provide insight into the unique ways each tool defines and measures quality.

Many of the non-aligned SACERS-U indicators relate to environmental features, materials, and program resources, such as comfortable furnishings, spaces that support privacy and relaxation, and the availability of specific materials and experiences in areas such as reading, science, and music. The SACERS-U includes an interview, so all evidence used to support scores for many of the items may not be observed; whereas the SAPQA includes a small number of questions that are asked only when a certain element is not observed. Although these elements contribute to overall program quality and support children's experiences, they are not assessed as stand-alone indicators within the SAPQA. Conversely, the SAPQA includes items focused on intentional facilitation of learning and skill-building, planning, reflection, and leadership practices that are not explicitly measured within the SACERS-U. These differences reflect the unique purposes and design of each assessment tool.

### Global Environmental Quality (SACERS-U Specific)

The SACERS-U is intentionally specific, often focusing on the presence, frequency, or characteristics of environmental features, materials, routines, and program resources. This level of specificity provides detailed guidance regarding the conditions that support quality experiences for children. The 64 distinct SACERS-U indicators primarily reflect an emphasis on environmental quality, program resources, and specific operational features that support children's experiences. Key standalone areas include:

- **Comfort and Privacy:** Availability of comfortable furnishings, soft spaces, and opportunities for children to relax and spend time alone or in small groups when desired.
- **Physical Environment Features:** Characteristics of indoor and outdoor spaces, storage arrangements, and environmental features designed to support program functioning and accessibility.
- **Health and Safety Practices:** Specific health, hygiene, and safety expectations related to program operations and children's well-being.
- **Materials and Activity Resources:** Availability and variety of materials/activities that support areas such as reading, science, music, science, math, and creative expression.

### Active Learning and Youth Development (SAPQA Specific)

In contrast, the SAPQA is intentionally broad in its approach, emphasizing interactions, engagement, and youth development practices such as planning and reflecting rather than on the presence or frequency of specific materials or

activities. The 19 non-aligned SAPQA items reflect an emphasis on the processes through which staff support children's learning, engagement, and leadership development. Key standalone areas include:

- **Engagement and Skill Development:** Staff support children's learning through modeling, making connections, skill-building, and making learning goals explicit.
- **Youth Voice and Leadership:** Opportunities for children to plan, make decisions, lead activities, and influence program experiences.
- **Intentional Learning Processes:** Structured opportunities for reflection, responsibility, and homework help (if offered).
- **Preparation:** Staff preparedness related to emergency procedures and appropriate planning for daily activities.

These distinct elements provide insight into the unique ways each tool defines and measures quality. For a detailed summary of the specific SACERS-U items and indicators, as well as the corresponding SAPQA domains, scales, and items that did not demonstrate alignment, see Tables 1 and 2 at the end of this document.

### Interpretation

The findings demonstrate that SACERS-U and SAPQA share a strong conceptual foundation in assessing school-age program quality, particularly in the areas of interactions, engagement, and supportive environments. At the same time, the distribution of associations illustrates the distinct emphasis of each tool.

The SACERS-U is intentionally specific, often measuring the presence, frequency, and characteristics of environmental features, materials, routines, and program resources. The SAPQA is intentionally broader, focusing on the quality of interactions, engagement, and youth development practices across a variety of contexts. As a result, aligned indicators should not be interpreted as interchangeable or used to establish score equivalencies between the two tools.

## Appendix

**Table 1:** SACERS-U Items and Indicators that do not appear in the SAPQA

| Item | Indicator |                                                                                                                                                                                                                                     |
|------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | 7.1       | Space is aesthetically pleasing (Ex: light, open, airy feeling).                                                                                                                                                                    |
| 2    | 5.2       | Outdoor space has at least one soft and one hard surface suitable for different types of play (Ex: Asphalt for basketball; grass or other suitable surface for baseball or soccer; protective cushioning under climbing equipment). |
| 2    | 7.3       | Convenient access to outdoor space.                                                                                                                                                                                                 |
| 3    | 5.3       | Spaces are easy to supervise while ensuring privacy.                                                                                                                                                                                |
| 3    | 7.1       | Children may bring self-selected materials into private spaces.                                                                                                                                                                     |
| 3    | 7.2       | Staff set up activities suitable for individual or small group use in private areas, away from general group activities.                                                                                                            |
| 4    | 5.2       | Quiet and noisy centers separated.                                                                                                                                                                                                  |
| 4    | 7.2       | Additional materials available to add to or change centers or rooms.                                                                                                                                                                |
| 5    | 7.2       | Large enough individual storage to accommodate all belongings without touching those of another child.                                                                                                                              |
| 6    | 7.1       | Full range of learning and recreational activity furnishings used regularly (Ex: sand/water table, woodworking bench, or computer).                                                                                                 |
| 7    | 7.2       | Cozy area protected from active physical play.                                                                                                                                                                                      |
| 8    | 5.1       | Variety of stationary gross motor equipment accessible.                                                                                                                                                                             |
| 8    | 5.2       | Stationary equipment is sturdy, age appropriate, and stimulates many skills.                                                                                                                                                        |
| 8    | 5.3       | Variety of portable materials in good repair accessible to play individual and group gross motor games that stimulate many skills.                                                                                                  |
| 8    | 7.2       | Several different pieces of equipment for a variety of skill levels.                                                                                                                                                                |
| 9    | 5.1       | School-age child care has ample dedicated space for storage and administration.                                                                                                                                                     |
| 9    | 5.3       | Space for conferences and adult group meetings is satisfactory (Ex: dual or shared use does not make scheduling difficult; privacy is assured; adult-sized furniture is available).                                                 |
| 9    | 7.1       | School-age program can arrange for exclusive use of a number of shared facilities on a regular basis.                                                                                                                               |
| 9    | 7.2       | School age program has its own classroom.                                                                                                                                                                                           |
| 9    | 7.3       | Program has individual conference and group meeting space that is conveniently located, comfortable, and separate from space used for children's program.                                                                           |
| 14   | 5.2       | Children taught safety rules                                                                                                                                                                                                        |
| 14   | 7.2       | Safety information shared with parents (Ex: safety plans explained; parents asked to monitor children so that dangerous objects are not brought to the program).                                                                    |
| 17   | 5.2       | Small group size at tables permits conversations (Ex: discussions about school events, talking to friends).                                                                                                                         |
| 17   | 7.3       | Staff and parents share information about nutrition and discuss ways to help children establish good eating habits.                                                                                                                 |
| 18   | 5.1       | Hand hygiene is generally practiced as part of the daily routine (Ex: upon arrival, before/after eating, after messy activities and outdoor play, after toileting, etc.).                                                           |
| 18   | 5.3       | Children are taught not to share personal items such as combs, or food and drink.                                                                                                                                                   |
| 18   | 7.1       | Hand hygiene consistently practiced by staff and children when required, with few exceptions                                                                                                                                        |
| 18   | 7.2       | Personal hygiene is part of educational program to promote good health care habits.                                                                                                                                                 |
| 18   | 7.3       | Children have their own toothbrushes and use them after eating.                                                                                                                                                                     |
| 19   | 7.2       | Projects requiring several days to complete are provided at least monthly.                                                                                                                                                          |
| 20   | 7.1       | Music or movement instruction provided weekly as either individual or group activity (Ex: musical instrument, choral singing, dance).                                                                                               |
| 20   | 7.2       | Special musical activities provided monthly (Ex: guest performer, classmates prepare performance).                                                                                                                                  |
| 21   | 7.2       | Age-appropriate, functional carpentry tools and soft wood available for construction projects, at least monthly.                                                                                                                    |
| 22   | 7.1       | Stories, trips, videos used to enrich dramatic play ideas.                                                                                                                                                                          |
| 23   | 5.2       | Age-appropriate stories read or told at least weekly (Ex: felt-board pieces to supplement stories told to younger children, chapter books read in installments for older children).                                                 |
| 23   | 7.2       | Children are encouraged to bring favorite books from home to share with other children.                                                                                                                                             |
| 23   | 7.1       | Staff take children to library to borrow books weekly.                                                                                                                                                                              |

|    |     |                                                                                                                                                                                                                                              |
|----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24 | 7.1 | Math/reasoning games and activities coded for difficulty and introduced when children are ready (Ex: code puzzles with different number of pieces, Jr/Sr Monopoly).                                                                          |
| 25 | 5.3 | Special activities to give children a more extended opportunity to observe nature, offered at least twice a year (Ex: sprouting seeds to plant, watching a display of caterpillars turn into butterflies, planting and caring for a garden). |
| 25 | 7.2 | Field trips focused on nature and science area conducted at least twice a year (Ex: planetarium, science museum, botanical gardens).                                                                                                         |
| 29 | 5.2 | Turn-taking in conversation between staff and child is encouraged (Ex: staff listen as well as talk).                                                                                                                                        |
| 29 | 5.3 | Language is generally used by staff to exchange information with children and for social interaction.                                                                                                                                        |
| 30 | 7.2 | Staff are available to coach team sports and help with activities requiring adult input.                                                                                                                                                     |
| 31 | 7.1 | Staff seek advice from consultant concerning behavior problems.                                                                                                                                                                              |
| 31 | 7.2 | Behavior problems are discussed with parents and solutions jointly decided (Ex: staff and parents use positive discipline methods consistently; professional help arranged if needed).                                                       |
| 34 | 5.1 | Child-related and program information is communicated daily among staff (Ex: information about routines and play activities).                                                                                                                |
| 34 | 5.2 | Time set aside for staff communication.                                                                                                                                                                                                      |
| 34 | 5.4 | Responsibilities are divided so that activities are handled smoothly and few if any problems occur.                                                                                                                                          |
| 34 | 7.1 | Staff working with the same group or in the same room have planning time together at least bi-weekly.                                                                                                                                        |
| 34 | 7.2 | Responsibilities of each staff member are clearly defined (Ex: each carries out specific tasks).                                                                                                                                             |
| 34 | 7.3 | Program promotes positive interaction among staff members (Ex: by organizing social events; by encouraging group attendance at professional meetings).                                                                                       |
| 36 | 5.2 | A variety of activities go on at the same time, some planned and some spontaneous.                                                                                                                                                           |
| 36 | 7.2 | Field trips and special activities scheduled (Ex: program takes advantage of special community events).                                                                                                                                      |
| 37 | 7.2 | New materials to extend choices are added periodically in response to children's interests.                                                                                                                                                  |
| 38 | 5.1 | Regularly scheduled use of recreational and cultural community resources (Ex: visits to parks, playgrounds, libraries, museums).                                                                                                             |
| 38 | 5.2 | Sufficient number of adults are available for supervision (Ex: parents and volunteers augment center staff on trips).                                                                                                                        |
| 38 | 5.3 | Special trips are carefully planned to ensure a successful experience (Ex: hours that museum is open are verified, transportation arrangements checked).                                                                                     |
| 38 | 7.2 | Children's interests are taken into consideration when trips are planned.                                                                                                                                                                    |
| 42 | 5.1 | Staff have information from available assessments or request assessment of child's needs.                                                                                                                                                    |
| 42 | 5.2 | Staff use assessment information about needs of exceptional children and make modifications in environment, program, and schedule so that children can participate in many activities.                                                       |
| 42 | 7.1 | Consultation with professional special educators regularly available to assist in planning individual programs for exceptional children.                                                                                                     |
| 42 | 7.2 | Center staff follow through with activities and interactions recommended by professional special educators to help children meet identified goals.                                                                                           |

**Table 2:** SAPQA Items that do not appear in the SACERS-U

| Domain           | Scale                  | Item                                                                                                                                                                    |
|------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safe Environment | Healthy Environment    | 4. The temperature is comfortable for all activities in the program space.                                                                                              |
| Safe Environment | Emergency Preparedness | 2. At least one fire extinguisher is accessible and visible from the program space.                                                                                     |
| Safe Environment | Emergency Preparedness | 4. Other appropriate safety and emergency equipment is available to the program offering as needed, can be located by staff and is maintained in full-service condition |
| Safe Environment | Emergency Preparedness | 5. All entrances to the indoor program space are supervised for security during program hours.                                                                          |
| Safe Environment | Emergency Preparedness | 6. Access to outdoor program space is supervised during program hours.                                                                                                  |

|                             |                          |                                                                                                                                 |
|-----------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Safe Environment            | Nourishment              | 1. Drinking water is available and easily accessible to all children.                                                           |
| Supportive Environment      | Skill Building           | 1. Staff tells children a specific learning or skill-building focus for the session or activity.                                |
| Supportive Environment      | Skill Building           | 3. Staff models skills for all children.                                                                                        |
| Supportive Environment      | Skill Building           | 4. Staff breaks difficult tasks into smaller, simpler steps for all children.                                                   |
| Interaction                 | Belonging                | 3. Children strongly identify with the program offering.                                                                        |
| Interaction                 | School-age Leadership    | 3. Staff provides structured opportunities for one or more children to lead a group                                             |
| Interaction                 | Interactions with Adults | 2. Staff consistently works side by side with children.                                                                         |
| Engagement                  | School-age Planning      | 3. Staff encourages children to share plans and represent their plans in a tangible way.                                        |
| Engagement                  | Reflection               | 1. Staff engages all children in an intentional process of reflecting on what they have done during the program session.        |
| Engagement                  | Reflection               | 2. Staff uses two or more strategies to encourage children to share with they have done and reflect on their experiences.       |
| Extended Observation Scales | Homework Help            | 1. Staff spends most of the homework session working with the children or being readily available to help the children succeed. |
| Extended Observation Scales | Homework Help            | 2. Staff actively supports children in learning.                                                                                |
| Extended Observation Scales | Recreation Time          | 1. The majority of the time staff is interacting with the children.                                                             |
| Extended Observation Scales | Departure                | 2. Children who are not leaving always have constructive activities to do while they wait.                                      |

**Table 3:** Identified Alignments and Association Levels Between SACERS-U Indicators and SAPQA Domains, Scales, and Items

\* Please note that SACERS-U indicators with a blank association indicate that there is no association between the scales.

| Quality Level                              | School-Age Environment Rating Scale Updated Edition (SACERS-U)                                                                                                                                                                      | SAPQA Domain                | SAPQA Scale               | SAPQA Item # | School-Age Program Quality Assessment (SAPQA)                                                                                                                                                                | Association |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Space and Furnishings</b>               |                                                                                                                                                                                                                                     |                             |                           |              |                                                                                                                                                                                                              |             |
| <b>1. Indoor Space</b>                     |                                                                                                                                                                                                                                     |                             |                           |              |                                                                                                                                                                                                              |             |
| 5                                          | Ample indoor space for number of children enrolled (Ex. Spacious areas allow children to move freely; space for furnishings and activities without limiting children's movement).                                                   | Safe Environment            | Accommodating Environment | 1            | Program space allows children and adults to move freely while carrying out activities (E.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding.)  | high        |
| 5                                          | Good ventilation, some natural lighting through windows or skylight.                                                                                                                                                                | Safe Environment            | Healthy Environment       | 3            | Ventilation and lighting are adequate in the program space.                                                                                                                                                  | moderate    |
| 5                                          | Space well maintained (Ex: floors cleaned, carpeting vacuumed, trash cleared).                                                                                                                                                      | Safe Environment            | Healthy Environment       | 2            | The program space is clean and sanitary.                                                                                                                                                                     | high        |
| 7                                          | Space is aesthetically pleasing (Ex: light, open, airy feeling).                                                                                                                                                                    |                             |                           |              |                                                                                                                                                                                                              |             |
| 7                                          | Natural light can be controlled (Ex: adjustable blinds or curtains).                                                                                                                                                                | Safe Environment            | Healthy Environment       | 3            | Ventilation and lighting are adequate in the program space.                                                                                                                                                  | moderate    |
| 7                                          | Ventilation can be controlled (EX: windows open; ventilating fan used by staff).                                                                                                                                                    | Safe Environment            | Healthy Environment       | 3            | Ventilation and lighting are adequate in the program space.                                                                                                                                                  | moderate    |
| <b>2. Space for gross motor activities</b> |                                                                                                                                                                                                                                     |                             |                           |              |                                                                                                                                                                                                              |             |
| 5                                          | Outdoor space has at least one soft and one hard surface suitable for different types of play (Ex: asphalt for basketball; grass or other suitable surface for baseball or soccer; protective cushioning under climbing equipment). |                             |                           |              |                                                                                                                                                                                                              |             |
| 5                                          | Ample space outdoors and some space indoors accessible daily (Ex: gym, yard).                                                                                                                                                       | Extended Observation Scales | Activity Structure        | 3            | The program provides at least 30 minutes of physical activity.                                                                                                                                               | moderate    |
| 7                                          | Ample, pleasant, and varied space both outdoors and indoors available daily.                                                                                                                                                        | Safe Environment            | Accommodating Environment | 1            | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another, and crowding). | moderate    |

|                             |                                                                                                                          |                        |                           |   |                                                                                                                                                                                                              |          |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7                           | Younger children have a separate space from older children.                                                              | Safe Environment       | Accommodating Environment | 1 | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another, and crowding). | moderate |
|                             |                                                                                                                          | Safe Environment       | Accommodating Environment | 2 | Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then space supports this.)                                   | moderate |
|                             |                                                                                                                          | Safe Environment       | Accommodating Environment | 4 | The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved.)                                                                           | moderate |
| 7                           | Convenient access to outdoor space.                                                                                      |                        |                           |   |                                                                                                                                                                                                              |          |
| <b>3. Space for privacy</b> |                                                                                                                          |                        |                           |   |                                                                                                                                                                                                              |          |
| 5                           | Space set aside for individuals or small groups, protected from intrusion by others (ex: loft area in room).             | Supportive Environment | Child-Centered Space      | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                         | moderate |
| 5                           | Children are permitted to create their own private spaces (Ex: can move some furnishings to create privacy).             | Safe Environment       | Accommodating Environment | 4 | The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved.)                                                                           | moderate |
| 5                           | Spaces are easy to supervise while ensuring privacy.                                                                     |                        |                           |   |                                                                                                                                                                                                              |          |
| 7                           | Children may bring self-selected materials into private spaces.                                                          |                        |                           |   |                                                                                                                                                                                                              |          |
| 7                           | Staff set up activities suitable for individual or small group use in private areas, away from general group activities. |                        |                           |   |                                                                                                                                                                                                              |          |
| <b>4. Room Arrangement</b>  |                                                                                                                          |                        |                           |   |                                                                                                                                                                                                              |          |
| 5                           | Three or more interest centers defined and conveniently equipped (Ex: water provided if needed, shelving adequate).      | Supportive Environment | Child-Centered Space      | 1 | There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).                                              | high     |
| 5                           | Quiet and noisy centers separated.                                                                                       |                        |                           |   |                                                                                                                                                                                                              |          |

|   |                                                                                                                                                     |                             |                           |   |                                                                                                                                                                                                              |          |
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| 5 | Centers are arranged to promote independent use by children (Ex: labeled, open shelves).                                                            | Supportive Environment      | Child-Centered Space      | 1 | There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).                                              | high     |
|   |                                                                                                                                                     | Supportive Environment      | Child-Centered Space      | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                       | high     |
| 5 | Separate area is quiet, not crowded, and has suitable furniture for homework or quiet study.                                                        | Safe Environment            | Accommodating Environment | 2 | Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).                           | high     |
|   |                                                                                                                                                     | Extended Observation Scales | Homework Help             | 3 | Staff consistently maintains an environment conducive to productive studying and learning (i.e., sufficiently quiet, organized so children know what they are to do.)                                        | high     |
| 7 | Furnishings do not overcrowd space.                                                                                                                 | Safe Environment            | Accommodating Environment | 1 | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another, and crowding). | high     |
| 7 | Centers selected to provide a variety of learning experiences (Ex: area for art or other messy activities, computer corner, table for board games). | Supportive Environment      | Child-Centered Space      | 5 | Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, musical instruments, microscopes, dress-up clothes).                          | moderate |
|   |                                                                                                                                                     | Engagement                  | Accommodating Environment | 1 | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another, and crowding). | moderate |
| 7 | Additional materials available to add to or change centers or rooms.                                                                                |                             |                           |   |                                                                                                                                                                                                              |          |

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| 7                                                             | Easy access to areas where reference materials are stored (ex: library is open, computer accessible).                                                                                            | Supportive Environment | Child-Centered Space      | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).              | moderate |
| <b>5. Furnishing for routine care</b>                         |                                                                                                                                                                                                  |                        |                           |   |                                                                                                                                     |          |
| 5                                                             | All furniture is sturdy and in good repair.                                                                                                                                                      | Safe Environment       | Healthy Environment       | 1 | The program space is free of health and safety hazards.                                                                             | high     |
| 5                                                             | Adaptive furniture, if needed, permits children with disabilities to be included in activities with peers.                                                                                       | Safe Environment       | Accommodating Environment | 5 | Furniture appropriate to children's physical size is sufficient for all children served (e.g., small furniture for small children). | moderate |
| 5                                                             | Tables and chairs are child-sized for 75% of the children enrolled.                                                                                                                              | Safe Environment       | Accommodating Environment | 5 | Furniture appropriate to children's physical size is sufficient for all children served (e.g., small furniture for small children). | high     |
| 7                                                             | Daily upkeep of all routine care furnishings (Ex: table tops appear to be clean).                                                                                                                | Safe Environment       | Healthy Environment       | 2 | The program space is clean and sanitary.                                                                                            | high     |
| 7                                                             | Large enough individual storage to accommodate all belongings without touching those of another child (Ex: coat hooks far enough apart; individual cubbies large enough to hold all belongings). |                        |                           |   |                                                                                                                                     |          |
| <b>6. Furnishing for learning and recreational activities</b> |                                                                                                                                                                                                  |                        |                           |   |                                                                                                                                     |          |
| 3                                                             | Sufficient number of basic furnishings in good repair for learning and recreational activities.                                                                                                  | Safe Environment       | Accommodating Environment | 3 | Furniture is comfortable and of sufficient quantity for all children participating in the program offering.                         | high     |
| 3                                                             | Sufficient, convenient storage for materials.                                                                                                                                                    | Supportive Environment | Child-Centered Space      | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).              | moderate |
| 5                                                             | Basic furnishings for learning and recreational activities of appropriate size, accessible for daily use, and well maintained.                                                                   | Safe Environment       | Accommodating Environment | 3 | Furniture is comfortable and of sufficient quantity for all children participating in the program offering.                         | high     |
|                                                               |                                                                                                                                                                                                  | Safe Environment       | Accommodating Environment | 5 | Furniture appropriate to children's physical size is sufficient for all children served (e.g., small furniture for small children). | high     |
| 5                                                             | Some provision in the space used by the group most of the time for display of work done by the children and materials of interest to them.                                                       | Supportive Environment | Child-Centered Space      | 3 | Children's individual work and projects make up most of wall, bulletin board, and other displays.                                   | high     |

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|                                                  |                                                                                                                                                             | Supportive Environment | Child-Centered Space | 4 | Children frequently participate in selecting items for display or deciding how to arrange them.                                                                 | high     |
| 7                                                | Full range of learning and recreational activity furnishings used regularly (Ex: sand/water table, woodworking bench, or computer).                         |                        |                      |   |                                                                                                                                                                 |          |
| 7                                                | Provision for appropriate independent use of materials (Ex: labeling or other guidance).                                                                    | Supportive Environment | Child-Centered Space | 5 | Most learning materials are easily accessible to children (e.g. placed on low shelves, in easy to handle containers).                                           | high     |
| <b>7. Furnishings for relaxation and comfort</b> |                                                                                                                                                             |                        |                      |   |                                                                                                                                                                 |          |
| 3                                                | Soft furnishings are clean and in good repair (Ex: no tears in fabric, pillow cover washed regularly).                                                      | Safe Environment       | Healthy Environment  | 2 | The program space is clean and sanitary.                                                                                                                        | moderate |
| 5                                                | A considerable amount of softness regularly accessible to children (ex: cushions in reading area, couches in music/listening area, several carpeted areas). | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                            | moderate |
| 5                                                | Children have access to many soft furnishings for at least one-third of the time they are in care.                                                          | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                            | moderate |
| 7                                                | Planned cozy area accessible (Ex: place to relax, read, listen to music).                                                                                   | Supportive Environment | Child-Centered Space | 1 | There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled). | moderate |
|                                                  |                                                                                                                                                             | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                            | moderate |
| 7                                                | Cozy area protected from active physical play.                                                                                                              |                        |                      |   |                                                                                                                                                                 |          |
| <b>8. Furnishings for gross motor activities</b> |                                                                                                                                                             |                        |                      |   |                                                                                                                                                                 |          |
| 5                                                | Variety of stationary gross motor equipment accessible.                                                                                                     |                        |                      |   |                                                                                                                                                                 |          |
| 5                                                | Stationary equipment is sturdy, age appropriate, and stimulates many skills.                                                                                |                        |                      |   |                                                                                                                                                                 |          |
| 5                                                | Variety of portable materials in good repair accessible to play individual and group gross motor games that stimulate many skills.                          |                        |                      |   |                                                                                                                                                                 |          |

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| 7                            | Some equipment is imaginative, flexible, and frequently rearranged by staff and children to maintain interest (Ex: movable pieces may be added to equipment). | Safe Environment       | Accommodating Environment | 4 | Physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).                                                                                                                              | moderate |
|                              |                                                                                                                                                               | Supportive Environment | Child-Centered Space      | 5 | Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, musical instruments, microscopes, dress-up clothes).                                                                         | moderate |
| 7                            | Several different pieces of equipment for a variety of skill levels.                                                                                          |                        |                           |   |                                                                                                                                                                                                                                                             |          |
| 7                            | Portable materials for individual and group games are chosen by the children who want to use them.                                                            | Engagement             | School-Age Choice         | 1 | Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice). | moderate |
|                              |                                                                                                                                                               | Engagement             | School-Age Choice         | 2 | Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).                      | moderate |
| 9. Access to host facilities |                                                                                                                                                               |                        |                           |   |                                                                                                                                                                                                                                                             |          |
| 5                            | School-age child care has ample dedicated space for storage and administration.                                                                               |                        |                           |   |                                                                                                                                                                                                                                                             |          |
| 5                            | School-age program is the primary user of some shared play space (Ex: school age room may be used by another group at times).                                 | Safe Environment       | Accommodating Environment | 2 | Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).                                                                          | moderate |
|                              |                                                                                                                                                               | Safe Environment       | Accommodating Environment | 4 | The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).                                                                                                                          | moderate |
| 5                            | Space for conferences and adult group meetings is satisfactory (Ex: dual or shared use does not make                                                          |                        |                           |   |                                                                                                                                                                                                                                                             |          |

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|                             | scheduling difficult; privacy is assured; adult-sized furniture is available).                                                                                                       |                  |                           |   |                                                                                                                                                                                                              |          |
| 7                           | School-age care program can arrange for exclusive use of a number of shared facilities on a regular basis (Ex: weekly access to school computer center or community pool).           |                  |                           |   |                                                                                                                                                                                                              |          |
| 7                           | School-age program has its own classroom.                                                                                                                                            |                  |                           |   |                                                                                                                                                                                                              |          |
| 7                           | Program has individual conference and group meeting space that is conveniently located, comfortable, and separate from space used for children's program.                            |                  |                           |   |                                                                                                                                                                                                              |          |
| <b>Health and Safety</b>    |                                                                                                                                                                                      |                  |                           |   |                                                                                                                                                                                                              |          |
| <b>14. Safety Practices</b> |                                                                                                                                                                                      |                  |                           |   |                                                                                                                                                                                                              |          |
| 3                           | No major safety hazard likely to cause serious injury indoors or outdoors.                                                                                                           | Safe Environment | Healthy Environment       | 1 | The program space is free of health and safety hazards.                                                                                                                                                      | high     |
| 3                           | Emergency procedures posted.                                                                                                                                                         | Safe Environment | Emergency Preparedness    | 1 | Written emergency procedures are posted in plain view.                                                                                                                                                       | high     |
| 3                           | First aid supplies well stocked and accessible.                                                                                                                                      | Safe Environment | Emergency Preparedness    | 3 | At least one complete first-aid kit is accessible and visible from the program space.                                                                                                                        | high     |
| 5                           | Staff make daily inspections of grounds, facilities, and equipment for potential hazards, and safety hazards are eliminated or dealt with.                                           | Safe Environment | Healthy Environment       | 1 | The program space is free of health and safety hazards.                                                                                                                                                      | moderate |
| 5                           | Children taught safety rules.                                                                                                                                                        |                  |                           |   |                                                                                                                                                                                                              |          |
| 7                           | Environment planned to avoid safety problems (Ex: younger children separated from older children during active play; outdoor play equipment appropriately sized for each age group). | Safe Environment | Accommodating Environment | 1 | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another, and crowding). | moderate |
|                             |                                                                                                                                                                                      | Safe Environment | Healthy Environment       | 1 | The program space is free of health and safety hazards.                                                                                                                                                      | moderate |
| 7                           | Safety information shared with parents (Ex: safety plans explained; parents asked to monitor children so that dangerous objects are not brought to the program).                     |                  |                           |   |                                                                                                                                                                                                              |          |
| <b>17. Meals/snack</b>      |                                                                                                                                                                                      |                  |                           |   |                                                                                                                                                                                                              |          |

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| 3 | Meals/snacks eaten on an appropriate schedule suited to children's needs.                                                                                                  | Safe Environment | Nourishment             | 2 | Food and drinks are plentiful and available at appropriate times for all children during the session.                                                                                                                                                                                                                                                      | high     |
| 3 | Provision for proper food storage.                                                                                                                                         | Safe Environment | Healthy Environment     | 2 | The program space is clean and sanitary.                                                                                                                                                                                                                                                                                                                   | moderate |
| 3 | Meals and snacks meet USDA Meal Guidelines or Canada Food requirements.                                                                                                    | Safe Environment | Nourishment             | 3 | Available food and drink is healthy (e.g., there are vegetables, fresh fruits, real juice, or homemade dishes).                                                                                                                                                                                                                                            | high     |
| 3 | Food served and eaten under sanitary conditions.                                                                                                                           | Safe Environment | Healthy Environment     | 2 | The program space is clean and sanitary.                                                                                                                                                                                                                                                                                                                   | high     |
| 5 | Staff member(s) sits with children during meals and when possible at snacks.                                                                                               | Interaction      | Interaction with Adults | 1 | Staff often lowers their body, so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are).                                                                                                                                                                                                    | moderate |
| 5 | Small group size at tables permits conversation. (Ex: discussions about school events, talking to friends).                                                                |                  |                         |   |                                                                                                                                                                                                                                                                                                                                                            |          |
| 5 | Sufficient amount of food provided for children (Ex: second servings available; if food is usually brought from home is forgotten, supplementary food is available).       | Safe Environment | Nourishment             | 2 | Foods and drinks are plentiful and available at appropriate times for all children during the session.                                                                                                                                                                                                                                                     | high     |
| 7 | Atmosphere in room is pleasant (Ex: not too noisy for table conversation, children not rushed to finish).                                                                  | Safe Environment | Emotional Safety        | 1 | The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive, characterized by teamwork, camaraderie, inclusiveness and absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children. | moderate |
| 7 | Eating time is planned as a learning experience (Ex: including children in preparation, cooking and serving of food; sharing information about nutritional value of food). | Engagement       | Responsibility          | 1 | Three or more times staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of                                               | moderate |

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|                             |                                                                                                                                                                           |                        |                     |   | tissue or needed supply from the closet).                                                                                                                                                                                                                                                                        |          |
| 7                           | Staff and parents share information about nutrition and discuss ways to help children establish good eating habits.                                                       |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| <b>18. Personal hygiene</b> |                                                                                                                                                                           |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 3                           | Bathrooms are clean (Ex: used tissues and paper towels in trash cans, toilets flushed).                                                                                   | Safe Environment       | Healthy Environment | 2 | The program space is clean and sanitary.                                                                                                                                                                                                                                                                         | high     |
| 5                           | Staff periodically check bathroom cleanliness and supplies.                                                                                                               | Safe Environment       | Healthy Environment | 2 | The program space is clean and sanitary.                                                                                                                                                                                                                                                                         | moderate |
| 5                           | Hand hygiene is generally practiced as part of the daily routine (Ex: upon arrival, before/after eating, after messy activities and outdoor play, after toileting, etc.). |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 5                           | Children are taught not to share personal items such as combs, or food and drink.                                                                                         |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 7                           | Hand hygiene consistently practiced by staff and children when required, with few exceptions.                                                                             |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 7                           | Personal hygiene is part of educational program to promote good health care habits.                                                                                       |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 7                           | Children have their own toothbrushes and use them after eating.                                                                                                           |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| <b>Activities</b>           |                                                                                                                                                                           |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| <b>19. Arts and crafts</b>  |                                                                                                                                                                           |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 3                           | Staff provide help when needed.                                                                                                                                           | Supportive Environment | Skill-Building      | 5 | When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed). | high     |

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| 5 | At least one type from three different categories of art materials accessible daily (Ex: collage, tempera paints, origami). | Supportive Environment | Child-Centered Space | 5 | Most of the available materials in all interest areas are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).                                          | moderate |
|   |                                                                                                                             | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more is provided in a session for children to be involved in activities based on their interests.                                                                                                                                        | moderate |
|   |                                                                                                                             | Supportive Environment | Child-Centered Space | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                                     | moderate |
|   |                                                                                                                             | Supportive Environment | Child-Centered Space | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                                                         | moderate |
| 5 | Individual expression and free choice encouraged.                                                                           | Engagement             | School-Age Choice    | 2 | Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).                     | high     |
|   |                                                                                                                             | Supportive Environment | Child-Centered Space | 3 | Children's individual work and projects make up most of wall, bulletin board, and other displays.                                                                                                                                                          | moderate |
|   | Very few activities require following an example.                                                                           | Engagement             | School-Age Choice    | 1 | Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build, all children can choose whether to paint, draw or use markers; all children get to act out an animal of their choice). | high     |
|   |                                                                                                                             | Engagement             | School-Age Choice    | 2 | Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).                     | high     |

|                                    |                                                                                                                                                                |                        |                      |   |                                                                                                                                                                                                                                           |          |
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| 7                                  | Variety of projects give children the opportunity to learn new and more complex skills (Ex: pottery, embroidery, weaving).                                     | Supportive Environment | Active Engagement    | 1 | The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects and experiments, writing and illustrating stories, outside exploration) for at least half of the session. | moderate |
|                                    |                                                                                                                                                                | Supportive Environment | Skill-Building       | 2 | Staff encourages all children to try skills or attempt higher levels of performance.                                                                                                                                                      | high     |
| 7                                  | Projects requiring several days to complete are provided at least monthly.                                                                                     |                        |                      |   |                                                                                                                                                                                                                                           |          |
| <b>20. Music and movement</b>      |                                                                                                                                                                |                        |                      |   |                                                                                                                                                                                                                                           |          |
| 5                                  | Music and movement activities accessible for free choice (Ex: listening to tapes or CDs, dancing, musical instruments).                                        | Supportive Environment | Child-Centered Space | 5 | Most of the available materials in all interest areas are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).                         | moderate |
|                                    |                                                                                                                                                                | Supportive Environment | Child-Centered Space | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                                        | moderate |
|                                    |                                                                                                                                                                | Supportive Environment | Child-Centered Space | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                    | moderate |
|                                    |                                                                                                                                                                | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more is provided in a session for children to be involved in activities based on their interests.                                                                                                                       | moderate |
| 5                                  | Various types of musical experience are accessible (Ex: classical and popular music, songs in different languages, music/instruments from different cultures). | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more is provided in a session for children to be involved in activities based on their interests.                                                                                                                       | moderate |
| 7                                  | Music or movement instruction provided weekly as either individual or group activity (Ex: musical instrument, choral singing, dance).                          |                        |                      |   |                                                                                                                                                                                                                                           |          |
| 7                                  | Special musical activities provided monthly (Ex: guest performer, classmates prepare performance).                                                             |                        |                      |   |                                                                                                                                                                                                                                           |          |
| <b>21. Blocks and construction</b> |                                                                                                                                                                |                        |                      |   |                                                                                                                                                                                                                                           |          |

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| 3                                | Some space provided for use of blocks or interlocking construction materials (Ex: level, firm surface, space away from disruptions such as people needing to walk through).                                     | Safe Environment       | Accommodating Environment | 2 | Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).                                | moderate |
| 5                                | Some blocks or at least one interlocking construction material accessible daily.                                                                                                                                | Supportive Environment | Child-Centered Space      | 5 | Most of the available materials in all interest areas are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes). | moderate |
|                                  |                                                                                                                                                                                                                 | Supportive Environment | Child-Centered Space      | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                              | moderate |
|                                  |                                                                                                                                                                                                                 | Supportive Environment | Child-Centered Space      | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                            | moderate |
| 5                                | Sufficient space and materials for at least three children to use at the same time.                                                                                                                             | Supportive Environment | Session Flow              | 3 | There are enough materials and supplies prepared for all children to begin activities.                                                                                                                            | moderate |
|                                  |                                                                                                                                                                                                                 | Supportive Environment | Child-Centered Space      | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                | moderate |
| 5                                | Accessories of various types to use with blocks or interlocking construction materials (Ex: appropriately sized people, animals, vehicles; accessories for different themes such as knights, pirates, farming). | Supportive Environment | Child-Centered Space      | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                | moderate |
|                                  |                                                                                                                                                                                                                 | Supportive Environment | Child-Centered Space      | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                            | moderate |
| 7                                | Enough blocks and at least one interlocking construction material to build sizeable structures, either independently or cooperatively.                                                                          | Supportive Environment | Child-Centered Space      | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                | moderate |
| 7                                | Age-appropriate, functional carpentry tools and soft wood available for construction projects, at least monthly.                                                                                                |                        |                           |   |                                                                                                                                                                                                                   |          |
| <b>22. Dramatic play/theater</b> |                                                                                                                                                                                                                 |                        |                           |   |                                                                                                                                                                                                                   |          |
| 5                                |                                                                                                                                                                                                                 | Supportive Environment | Child-Centered Space      | 7 | Thirty minutes or more are provided in a session for children to be                                                                                                                                               | moderate |

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|                                 | Variety of dramatic play materials for both boys and girls that support many roles and situations (Ex: work, adventure, fantasy, theatrical productions). |                        |                       |   | involved in activities based on their interests.                                                                                                                                                                           |          |
|                                 |                                                                                                                                                           | Supportive Environment | Child-Centered Space  | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                     | moderate |
|                                 |                                                                                                                                                           | Supportive Environment | Child-Centered Space  | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                         | moderate |
|                                 |                                                                                                                                                           | Supportive Environment | Session Flow          | 3 | There are enough materials and supplies prepared for all children to begin activities.                                                                                                                                     | moderate |
| 5                               | Staff extend dramatic play by offering suggestions, finding appropriate space and assisting development of dramatic roles.                                | Interaction            | School-Age Leadership | 1 | Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take a responsibility for a part).                 | moderate |
|                                 |                                                                                                                                                           | Supportive Environment | Encouragement         | 2 | Staff makes frequent use of open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers). | moderate |
| 7                               | Stories, trips, videos used to enrich dramatic play ideas.                                                                                                |                        |                       |   |                                                                                                                                                                                                                            |          |
| 7                               | Opportunities for developing drama/theatre productions (Ex: children create costumes, write dialogue, rehearse, and give performance).                    | Engagement             | School-Age Planning   | 1 | Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).                                                                      | moderate |
|                                 |                                                                                                                                                           | Engagement             | School-Age Planning   | 2 | Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning in journals or forms; props such as puppets, hula hoops and maps).                           | moderate |
| 23. Language/reading activities |                                                                                                                                                           |                        |                       |   |                                                                                                                                                                                                                            |          |

|   |                                                                                                                                                                                     |                        |                      |   |                                                                                                                                                                                                                                                                                                                  |          |
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| 3 | Staff are responsive and participate in language games when appropriate (Ex: play rhyming games or language games with children, offer help if needed).                             | Supportive Environment | Skill-Building       | 5 | When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed). | moderate |
| 5 | Many appropriate books and language games accessible daily (Ex: Junior Scrabble, Pictionary, Clue).                                                                                 | Supportive Environment | Session Flow         | 3 | There are enough materials and supplies prepared for all children to begin activities.                                                                                                                                                                                                                           | moderate |
|   |                                                                                                                                                                                     | Supportive Environment | Child-Centered space | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                                                                                           | moderate |
|   |                                                                                                                                                                                     | Supportive Environment | Child-Centered space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                                                                                                                             | moderate |
|   |                                                                                                                                                                                     | Supportive Environment | Child-Centered Space | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                                                                                                               | moderate |
| 5 | Age-appropriate stories read or told at least weekly (Ex: felt-board pieces to supplement stories told to younger children; chapter books read in installments for older children). |                        |                      |   |                                                                                                                                                                                                                                                                                                                  |          |
| 5 | Children are encouraged to use reading/writing in practical situations (Ex: read instructions for games, write letters to friends, retrieve information online).                    | Supportive Environment | Skill-Building       | 2 | Staff encourages all children to try skills or attempt higher levels of performance.                                                                                                                                                                                                                             | moderate |
| 7 | Staff take children to library to borrow books weekly.                                                                                                                              |                        |                      |   |                                                                                                                                                                                                                                                                                                                  |          |
| 7 | Children are encouraged to bring favorite books from home to share with the other children.                                                                                         |                        |                      |   |                                                                                                                                                                                                                                                                                                                  |          |
| 7 | Staff help children create their own written material (Ex: stories, poems, and newspaper).                                                                                          | Supportive Environment | Active Engagement    | 1 | The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.                                                                              | moderate |

| 24. Math/reasoning activities |                                                                                                                                                                                                                                    |                        |                       |   |                                                                                                                                                                                                                                                                                       |          |
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| 5                             | Variety of age-appropriate math/reasoning games and/or activities accessible for free choice daily.                                                                                                                                | Supportive Environment | Session Flow          | 3 | There are enough materials and supplies prepared for all children to begin activities.                                                                                                                                                                                                | moderate |
|                               |                                                                                                                                                                                                                                    | Supportive Environment | Child-Centered Space  | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                                                                | moderate |
|                               |                                                                                                                                                                                                                                    | Supportive Environment | Child-Centered Space  | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                                                                                                  | moderate |
|                               |                                                                                                                                                                                                                                    | Supportive Environment | Child-Centered Space  | 2 | Each interest area contains sufficient materials for several children to work with simultaneously.                                                                                                                                                                                    | moderate |
|                               |                                                                                                                                                                                                                                    | Supportive Environment | Child-Centered Space  | 5 | Most of the available materials in all interest areas are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).                                                                     | moderate |
| 5                             | Staff encourage children to practice math/reasoning skills in daily activities (Ex: younger children set table with correct number of plates, older children measures and cut craft material accurately, record scores for games). | Supportive Environment | Skill-Building        | 2 | Staff encourages all children to try skills or attempt higher levels of performance.                                                                                                                                                                                                  | moderate |
| 7                             | Math/reasoning games and activities coded for difficulty and introduced when children are ready (Ex: code puzzles with different number of pieces, Jr/Sr Monopoly).                                                                |                        |                       |   |                                                                                                                                                                                                                                                                                       |          |
| 7                             | More experienced children are encouraged to teach others new games or help with homework.                                                                                                                                          | Interaction            | School-Age Leadership | 2 | Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how to take over her role in a group project; every child gets to explain the rules to his favorite game). | high     |
| 25. Science/nature activities |                                                                                                                                                                                                                                    |                        |                       |   |                                                                                                                                                                                                                                                                                       |          |

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| 3 | Some equipment and materials are accessible weekly for science or nature activities (Ex: table with natural materials for use with magnifying glasses, microscope with slides for older children).                                           | Supportive Environment | Session Flow         | 3 | There are enough materials and supplies prepared for all children to begin activities.                                                                                                                                                                                                                                                                          | moderate |
| 5 | Variety of science/nature games accessible daily (ex: nature puzzles, activities with magnets).                                                                                                                                              | Supportive Environment | Child-Centered Space | 2 | Each interest area contains sufficient materials so that several children can work with the materials simultaneously.                                                                                                                                                                                                                                           | moderate |
|   |                                                                                                                                                                                                                                              | Supportive Environment | Child-Centered Space | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                                                                                                                                          | moderate |
|   |                                                                                                                                                                                                                                              | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                                                                                                                                                                            | moderate |
|   |                                                                                                                                                                                                                                              | Supportive Environment | Child-Centered Space | 5 | Most of the available materials in all interest areas are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).                                                                                                                                               | moderate |
| 5 | Children are involved in caring for and observing living things (Ex: help feed class pets or water plants in room).                                                                                                                          | Engagement             | Responsibility       | 1 | Three or more time, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from closet). | moderate |
| 5 | Special activities to give children a more extended opportunity to observe nature, offered at least twice a year (Ex: sprouting seeds to plant, watching a display of caterpillars turn into butterflies, planting and caring for a garden). |                        |                      |   |                                                                                                                                                                                                                                                                                                                                                                 |          |

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| 7                             | Staff introduce new concepts, provide activities to help children realize how science informs their daily lives (Ex: recycling, conservation of water, endangered species). | Supportive Environment | Active Engagement    | 3 | Staff provide ample opportunities for children to make connections between current activities and prior experiences and/or knowledge (e.g., staff asks children how today's game compared to a previous game; after a science experiment, staff remind children of a related experiment; during an art project, staff have children draw diagrams of common tools they have used). | moderate |
| 7                             | Field trips focused on nature and science are conducted at least twice a year (Ex: planetarium, science museum, botanical gardens).                                         |                        |                      |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| <b>26. Cultural awareness</b> |                                                                                                                                                                             |                        |                      |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 5                             | Many multicultural materials visible that reflect the diversity of peoples.                                                                                                 | Supportive Environment | Child-Centered Space | 6 | Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).                                                                                                                                                                                                                                                             | moderate |
|                               |                                                                                                                                                                             | Supportive Environment | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                                                                                                                                                                                               | moderate |
|                               |                                                                                                                                                                             | Safe Environment       | Emotional Safety     | 2 | There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.                                                                                                                                                                                            | moderate |
| 5                             | Non-sexist materials visible (Ex: pictures and books depicting males and females in non-traditional roles).                                                                 | Safe Environment       | Emotional Safety     | 2 | There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.                                                                                                                                                                                            | moderate |
| 5                             | Staff display non-biased approach to activities (Ex: girls encouraged to participate in carpentry; boys encouraged to participate in cooking).                              | Safe Environment       | Emotional Safety     | 2 | There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.                                                                                                                                                                                            | moderate |

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| 7                                  | Staff plan activities to broaden children's cultural awareness (Ex: invite storytellers and musicians from different cultures; holidays from many religions and cultures are celebrated). | Safe Environment            | Emotional Safety | 1 | The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children. | moderate |
| 7                                  | Staff encourage acceptance and understanding of differences (Ex: discourage derogatory remarks, help children understand and empathize with hurt feelings due to prejudiced comments).    | Safe Environment            | Emotional Safety | 2 | There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.                                                                                                                                                                        | high     |
| <b>Interactions</b>                |                                                                                                                                                                                           |                             |                  |   |                                                                                                                                                                                                                                                                                                                                                                |          |
| <b>Item 27. Greeting/departure</b> |                                                                                                                                                                                           |                             |                  |   |                                                                                                                                                                                                                                                                                                                                                                |          |
| 5                                  | Each child is greeted warmly and helped to join in program.                                                                                                                               | Supportive Environment      | Warm Welcome     | 1 | All children greeted by staff as they arrive or at the start of the session.                                                                                                                                                                                                                                                                                   | high     |
| 5                                  | Departure procedures are clearly defined (Ex: children allowed to leave with authorized person only; children who use bus escorted by staff).                                             | Extended Observation Scales | Departure        | 1 | There is an organized departure process, and all staff follow it carefully (e.g., there is a sign-out process for parents when picking up children, staff make sure children go home with authorized person, staff keep track of who has left if children go home on their own or use other forms of transportation).                                          | high     |
| 5                                  | Staff members take responsibility for greeting, integration, and departure of children.                                                                                                   | Supportive Environment      | Warm Welcome     | 1 | All children greeted by staff as they arrive or at the start of the session.                                                                                                                                                                                                                                                                                   | high     |
|                                    |                                                                                                                                                                                           | Interaction                 | Belonging        | 1 | Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team building activities, introductions, personal updates, welcomes of new group members, icebreakers).                                                                                                                                   | high     |

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| 7                                        | Children are helped to prepare for departure (Ex. Gather their possessions, make sure all school materials are in their backpack).               | Extended Observation Scales | Departure                | 1 | There is an organized departure process, and all staff follow it carefully (e.g., there is a sign-out process for parents when picking up children, staff make sure children go home with authorized person, staff keep track of who has left if children go home on their own or use other forms of transportation).                                           | high |
| 7                                        | Staff use arrival and/or departure to share information about the children and relate warmly to parents and others responsible for the children. | Extended Observation Scales | Departure                | 3 | Staff greets or acknowledges all the parents/guardians or others that pick up children AND touch base or provide updates to at least some.                                                                                                                                                                                                                      | high |
| <b>Item 28. Staff-child interactions</b> |                                                                                                                                                  |                             |                          |   |                                                                                                                                                                                                                                                                                                                                                                 |      |
| 5                                        | Staff generally respond to children in a warm, supportive manner (Ex: staff and children seem relaxed, voice cheerful, frequent smiling).        | Supportive Environment      | Warm Welcome             | 2 | Staff mainly uses a warm tone of voice and respectful language.                                                                                                                                                                                                                                                                                                 | high |
|                                          |                                                                                                                                                  | Interaction                 | Interactions with Adults | 4 | Staff consistently interacts with children in positive ways (e.g., discusses or explains the rules and limits, models positive affect, follows children's leads).                                                                                                                                                                                               | high |
|                                          |                                                                                                                                                  | Safe Environment            | Emotional Safety         | 1 | The emotional climate of the session is predominately positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absences of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children. | high |
|                                          |                                                                                                                                                  | Extended Observation Scales | Recreation Time          | 2 | Staff consistently supervises children in a positive manner (i.e., actively watches or interacts with children, intervening in a positive manner if needed).                                                                                                                                                                                                    | high |
| 5                                        | Staff show respect for children (Ex: listen attentively, treat children fairly, do not discriminate).                                            | Supportive Environment      | Warm Welcome             | 2 | Staff mainly uses a warm tone of voice and respectful language.                                                                                                                                                                                                                                                                                                 | high |
|                                          |                                                                                                                                                  | Supportive Environment      | Warm Welcome             | 3 | Staff generally smiles, uses friendly gestures and makes eye contact.                                                                                                                                                                                                                                                                                           | high |

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|   |                                                                                                                                   | Interaction      | Interactions with Adults | 4 | Staff consistently interact with children in positive ways (e.g., discuss or explain rules and limits, model positive affect, follow children's leads).                                                                                                                                                                                                              | high     |
| 7 | Staff support autonomous behavior in children (Ex: staff allow children to take the lead in selecting and initiating activities). | Engagement       | Responsibility           | 1 | Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet). | high     |
|   |                                                                                                                                   | Engagement       | School-Age Planning      | 1 | Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).                                                                                                                                                                                          | high     |
|   |                                                                                                                                   | Engagement       | Reflection               | 3 | Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).                                                                                                                                                                                                        | moderate |
|   |                                                                                                                                   | Engagement       | Responsibility           | 2 | Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.                                                                                                                                                                                 | high     |
| 7 | Mutual respect exists among staff and children.                                                                                   | Safe Environment | Emotional Safety         | 1 | The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are                                                                      | high     |

|                                               |                                                                                                                                                                 |                             |                          |   |                                                                                                                                                                                                                                                                                                                               |          |
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|                                               |                                                                                                                                                                 |                             |                          |   | mediated (countered, curtailed, defused) by staff or children.                                                                                                                                                                                                                                                                |          |
| <b>Item 29. Staff-child communication</b>     |                                                                                                                                                                 |                             |                          |   |                                                                                                                                                                                                                                                                                                                               |          |
| 5                                             | Staff-child conversations are frequent.                                                                                                                         | Supportive Environment      | Active Engagement        | 2 | During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task). | moderate |
| 5                                             | Turn-taking in conversation between staff and child is encouraged (Ex: staff listen as well as talk).                                                           |                             |                          |   |                                                                                                                                                                                                                                                                                                                               |          |
| 5                                             | Language is generally used by staff to exchange information with children and for social interaction.                                                           |                             |                          |   |                                                                                                                                                                                                                                                                                                                               |          |
| 5                                             | Children are asked "why, how, what if" questions that require longer, more complex answers.                                                                     | Supportive Environment      | Encouragement            | 2 | Staff makes frequent use of open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).                                                                                                    | high     |
| 7                                             | Staff make effort to talk with each child (Ex: listen to child's description of school day, including problems and successes).                                  | Interaction                 | Interactions with Adults | 3 | Staff circulates and interacts with every child at some point during the program session.                                                                                                                                                                                                                                     | high     |
| 7                                             | Staff verbally expand on ideas presented by children (Ex: add information, ask questions to encourage children to explore ideas).                               | Supportive Environment      | Encouragement            | 2 | Staff make use of open-ended questions (e.g., staff ask open-ended questions throughout the activity and questions are related to the context).                                                                                                                                                                               | moderate |
| <b>Item 30. Staff supervision of children</b> |                                                                                                                                                                 |                             |                          |   |                                                                                                                                                                                                                                                                                                                               |          |
| 5                                             | Careful supervision of all children adjusted appropriately for different ages and abilities (Ex: younger or more challenging children supervised more closely). | Extended Observation Scales | Recreation Time          | 2 | Staff consistently supervises children in a positive manner (i.e., actively watches or interacts with children, intervening in a positive manner if needed).                                                                                                                                                                  | moderate |

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| 5 | Children given help and encouragement when needed (Ex: shown how to use new equipment).              | Supportive Environment | Encouragement     | 1 | Staff support at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, nonevaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "I can tell from the audience response that you put a lot of thought into the flow of your video"). | high     |
|   |                                                                                                      | Supportive Environment | Skill-Building    | 5 | When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).                                      | high     |
| 5 | Staff show appreciation of children's efforts and accomplishments.                                   | Supportive Environment | Encouragement     | 1 | Staff support at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, nonevaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "I can tell from the audience response that you put a lot of thought into the flow of your video"). | high     |
| 7 | Staff talk to children about ideas related to their play and help elaborate and extend the activity. | Supportive Environment | Active Engagement | 2 | During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).                         | moderate |

|                            |                                                                                                                                                                                       |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
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|                            |                                                                                                                                                                                       | Supportive Environment | Active Engagement         | 3 | Staff provide ample opportunities for children to make connections between current activities and prior experiences and/or knowledge (e.g., staff asks children how today's game compared to a previous game; after a science experiment, staff remind children of a related experiment; during an art project, staff have children draw diagrams of common tools they have used). | moderate |
|                            |                                                                                                                                                                                       | Supportive Environment | Encouragement             | 2 | Staff make use of open-ended questions (e.g., staff ask open-ended questions throughout the activity and questions are related to the context).                                                                                                                                                                                                                                    | high     |
| 7                          | Staff are available to coach team sports and help with activities requiring adult input.                                                                                              |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| <b>Item 31. Discipline</b> |                                                                                                                                                                                       |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 3                          | Expectations for behavior are appropriate for each age group.                                                                                                                         | Interaction            | Interactions with Adults  | 4 | Staff consistently interacts with children in positive ways (e.g., discusses or explains the rules and limits, models positive affect, follows children's leads).                                                                                                                                                                                                                  | moderate |
| 5                          | Staff use non-punitive discipline methods effectively (Ex: giving attention for positive rather than negative behaviors; redirecting child from unacceptable to acceptable activity). | Interaction            | Managing Feelings         | 2 | Staff at least once asks child(ren) to explain the situation (e.g., Why are you upset," "What happened?").                                                                                                                                                                                                                                                                         | moderate |
|                            |                                                                                                                                                                                       | Interaction            | Managing Feelings         | 3 | Staff at least once helps child(ren) respond appropriately (e.g., staff encourage children to make a list of solutions, take time out to "cool off", find an appropriate physical outlet etc.)                                                                                                                                                                                     | moderate |
|                            |                                                                                                                                                                                       | Interaction            | Managing Feelings         | 4 | At least once, staff asks child(ren) for possible solutions and encourages them to choose one.                                                                                                                                                                                                                                                                                     | moderate |
| 5                          | Program is set up to avoid conflict (Ex: enough materials, clear process for taking turns, enough space for activities to be successful).                                             | Safe Environment       | Accommodating Environment | 1 | Program space allows children and adults to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways,                                                                                                                                                                                                                | high     |

|                                   |                                                                                                                                                                                        |                  |                          |   |                                                                                                                                                                                                                                                                                                                                                            |          |
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|                                   |                                                                                                                                                                                        |                  |                          |   | bumping into one another, and crowding).                                                                                                                                                                                                                                                                                                                   |          |
| 7                                 | Staff seek advice from consultant concerning behavior problems.                                                                                                                        |                  |                          |   |                                                                                                                                                                                                                                                                                                                                                            |          |
| 7                                 | Behavior problems are discussed with parents and solutions jointly decided (Ex: staff and parents use positive discipline methods consistently; professional help arranged if needed). |                  |                          |   |                                                                                                                                                                                                                                                                                                                                                            |          |
| <b>Item 32. Peer Interactions</b> |                                                                                                                                                                                        |                  |                          |   |                                                                                                                                                                                                                                                                                                                                                            |          |
| 3                                 | Staff deal with negative peer interactions (Ex: stop teasing, bickering, fighting).                                                                                                    | Interaction      | Belonging                | 2 | Children do not exhibit any exclusion, or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they include her, staff successfully suggests a way to include a lone boy in children's play).                                                                                           | moderate |
| 5                                 | Peer interactions usually positive (Ex: cooperation, sharing; children generally play well together).                                                                                  | Safe Environment | Emotional Safety         | 1 | The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive, characterized by teamwork, camaraderie, inclusiveness and absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children. | high     |
| 5                                 | Staff model good social skills (Ex: are calm, listen, and empathize).                                                                                                                  | Interaction      | Interactions with Adults | 4 | Staff consistently interact with children in positive ways (e.g., discuss or explain rules and limits, model positive affect, follow children's leads).                                                                                                                                                                                                    | high     |
| 5                                 | Staff help children develop appropriate social behavior with peers (Ex: staff help children talk through social conflicts).                                                            | Interaction      | Managing Feelings        | 1 | Staff always asks about and/or acknowledges the feelings of all child(ren) involved.                                                                                                                                                                                                                                                                       | moderate |
|                                   |                                                                                                                                                                                        | Interaction      | Managing Feelings        | 2 | Staff at least once asks child(ren) to explain the situation (e.g., Why are you upset," "What happened?").                                                                                                                                                                                                                                                 | high     |

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|                                   |                                                                                                                                                                                                            | Interaction      | Managing Feelings     | 3 | Staff at least once helps child(ren) respond appropriately (e.g., staff encourage all children to make a list of solutions, take time out to "cool off", find an appropriate physical outlet etc.).                                                                                   | high     |
|                                   |                                                                                                                                                                                                            | Interaction      | Managing Feelings     | 4 | At least once, staff asks child(ren) for possible solutions and encourages them to choose one.                                                                                                                                                                                        | high     |
| 7                                 | Children demonstrate good social problem-solving skills and positive social behavior (Ex: can negotiate solutions, make compromises, work together toward a common goal, empathize with others' feelings). | Interaction      | School-Age Leadership | 2 | Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how to take over her role in a group project; every child gets to explain the rules to his favorite game). | moderate |
|                                   |                                                                                                                                                                                                            | Interaction      | Managing Feelings     | 3 | Staff at least once helps child(ren) respond appropriately (e.g., staff encourage children to make a list of solutions, take time out to "cool off", find an appropriate physical outlet, etc.).                                                                                      | high     |
|                                   |                                                                                                                                                                                                            | Interaction      | Managing Feelings     | 4 | At least once, staff asks child(ren) for possible solutions and encourages them to choose one.                                                                                                                                                                                        | high     |
| 7                                 | Staff serve as a "sounding board" and extend children's problem-solving skills. (Ex: staff discuss issues of concern and use supportive methods to help children develop problem-solving approaches).      | Interaction      | Managing Feelings     | 4 | At least once, staff asks child(ren) for possible solutions and encourages them to choose one.                                                                                                                                                                                        | high     |
| <b>Item 34. Staff Interaction</b> |                                                                                                                                                                                                            |                  |                       |   |                                                                                                                                                                                                                                                                                       |          |
| 5                                 | Child-related information is communicated daily among staff (Ex: information about routines and play activities).                                                                                          |                  |                       |   |                                                                                                                                                                                                                                                                                       |          |
| 5                                 | Time set aside for staff communication.                                                                                                                                                                    |                  |                       |   |                                                                                                                                                                                                                                                                                       |          |
| 5                                 | Staff interactions are positive and add a feeling of warmth and support.                                                                                                                                   | Safe Environment | Emotional Safety      | 1 | The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness. And an absence of negative behaviors). Any playful                                                             | high     |

|                          |                                                                                                                                                        |                             |                    |   |                                                                                                                                                                                                                                                |          |
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|                          |                                                                                                                                                        |                             |                    |   | negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.                                                                                                           |          |
| 5                        | Responsibilities are divided so that activities are handled smoothly and few if any problems occur.                                                    |                             |                    |   |                                                                                                                                                                                                                                                |          |
| 7                        | Staff working with the same group or in the same room have planning time together at least bi-weekly.                                                  |                             |                    |   |                                                                                                                                                                                                                                                |          |
| 7                        | Responsibilities of each staff member are clearly defined (Ex: each carries out specific tasks).                                                       |                             |                    |   |                                                                                                                                                                                                                                                |          |
| 7                        | Program promotes positive interaction among staff members (Ex: by organizing social events; by encouraging group attendance at professional meetings). |                             |                    |   |                                                                                                                                                                                                                                                |          |
| <b>Program Structure</b> |                                                                                                                                                        |                             |                    |   |                                                                                                                                                                                                                                                |          |
| <b>36. Schedule</b>      |                                                                                                                                                        |                             |                    |   |                                                                                                                                                                                                                                                |          |
| 3                        | Basic daily routine exists that is familiar to children (Ex: arrival, snack, activities occur in the same sequence most days).                         | Extended Observation Scales | Activity Structure | 6 | Staff clearly communicates schedule and available activity choices or it is clear that children are aware of schedule and their activity options.                                                                                              | high     |
|                          |                                                                                                                                                        | Extended Observation Scales | Transitions        | 2 | Staff always clearly communicates to the children how the transition is to occur or the children appear to already know the procedures without explanation.                                                                                    | high     |
| 3                        | Written schedule is posted in center and generally represents what is observed.                                                                        | Supportive Environment      | Session Flow       | 1 | Staff starts and ends session within 10 minutes of scheduled time.                                                                                                                                                                             | moderate |
| 3                        | At least one fine motor/language activity scheduled daily.                                                                                             | Extended Observation Scales | Activity Structure | 1 | All children participate in intentional learning activities (i.e., staff led or staff designed activities with a learning purpose).                                                                                                            | moderate |
| 5                        | Flexibility is possible within the schedule (Ex: longer outdoor play period in good weather).                                                          | Supportive Environment      | Session Flow       | 5 | There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do). | high     |

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| 5                           | A variety of activities go on at the same time, some planned and some spontaneous.                                                                                                                                           |                             |                      |   |                                                                                                                                                                                                                                                                               |          |
| 5                           | Regularly scheduled gross motor time daily for all children on a year-round basis outdoors, weather permitting, or indoor. (ex: variety of appropriate activities accessible so each child can find something active to do). | Extended Observation Scales | Activity Structure   | 5 | All children have intentional time for physical activity.                                                                                                                                                                                                                     | moderate |
| 7                           | Smooth transitions between activities (Ex: materials ready for next activities before current activities end).                                                                                                               | Supportive Environment      | Session Flow         | 2 | Staff have all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).                                                                                                                                                                   | high     |
|                             |                                                                                                                                                                                                                              | Extended Observation Scales | Transitions          | 1 | All transitions are smooth and quick.                                                                                                                                                                                                                                         | high     |
| 7                           | Field trips and special activities scheduled (Ex: program takes advantage of special community events).                                                                                                                      |                             |                      |   |                                                                                                                                                                                                                                                                               |          |
| <b>Item 37. Free Choice</b> |                                                                                                                                                                                                                              |                             |                      |   |                                                                                                                                                                                                                                                                               |          |
| 5                           | Most of the time, children may choose from a wide variety of age-appropriate games, materials, and activities.                                                                                                               | Supportive Environment      | Child-Centered Space | 7 | Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.                                                                                                                                                          | high     |
|                             |                                                                                                                                                                                                                              | Extended Observation Scales | Activity Structure   | 4 | All children have intentional time for free play.                                                                                                                                                                                                                             | high     |
|                             |                                                                                                                                                                                                                              | Extended Observation Scales | Activity Structure   | 2 | The program consists of more than 3 types of activities (i.e., a variety of types of activities--physical activity, academic support, arts, free play, organized games, personal growth/SEL, intentional learning/skill building activities, quiet time, outdoor time, etc.). | moderate |
| 5                           | Children may choose their own companions.                                                                                                                                                                                    | Engagement                  | School-Age Choice    | 1 | Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build, all children can choose whether to paint, draw or use markers; all children get to act out an animal of their choice).                    | moderate |
| 5                           | Opportunities exist for individual, small group, and large group activities.                                                                                                                                                 | Interactions                | Belonging            | 4 | Staff provides structured small group activities as part of the program routine.                                                                                                                                                                                              | moderate |

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| 7                                          | Children encouraged to develop and extend activities which are of interest to them.                                              | Supportive Environment | Skill-Building      | 2 | Staff encourages all children to try skills or attempt higher levels of performance.                                                                                                                                                                                                                             | moderate |
|                                            |                                                                                                                                  | Supportive Environment | Skill-Building      | 5 | When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed). | moderate |
|                                            |                                                                                                                                  | Engagement             | School-Age Planning | 1 | Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).                                                                                                                                      | high     |
|                                            |                                                                                                                                  | Engagement             | School-Age Choice   | 1 | Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build, all children can choose whether to paint, draw or use markers; all children get to act out an animal of their choice).                                                       | high     |
|                                            |                                                                                                                                  | Engagement             | School-Age Choice   | 2 | Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).                                                                           | high     |
| 7                                          | New materials to extend choices are added periodically in response to children's interests.                                      |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| <b>Item 38. Use of community resources</b> |                                                                                                                                  |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |
| 3                                          | Rules of conduct and safety are explained to children prior to trips.                                                            | Supportive Environment | Session Flow        | 4 | Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).                                                                                                                                                                                | moderate |
| 5                                          | Regularly scheduled use of recreational and cultural community resources (Ex: visits to parks, playgrounds, libraries, museums). |                        |                     |   |                                                                                                                                                                                                                                                                                                                  |          |

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| 5                                                   | Sufficient number of adults are available for supervision (Ex: parents and volunteers augment center staff on trips).                                                                                 |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 5                                                   | Special trips are carefully planned to ensure a successful experience (Ex: hours that museum is open are verified, transportation arrangements checked).                                              |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 7                                                   | Value of trips enhanced by advanced preparation and follow-up (Ex: children and staff read and discuss background material to make trip more meaningful, draw pictures and write stories after trip). | Supportive Environment | Active Engagement         | 3 | Staff provide ample opportunities for children to make connections between current activities and prior experiences and/or knowledge (e.g., staff asks children how today's game compared to a previous game; after a science experiment, staff remind children of a related experiment; during an art project, staff have children draw diagrams of common tools they have used). | moderate |
| 7                                                   | Children's interests are taken into consideration when trips are planned.                                                                                                                             |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| <b>Item 42. Provisions for exceptional children</b> |                                                                                                                                                                                                       |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 3                                                   | Minor modifications made to the physical environment, program, and/or schedule to permit child to attend (Ex: exceptional child allowed to play alone if not able to join group activities).          | Safe Environment       | Accommodating Environment | 4 | The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).                                                                                                                                                                                                                                                 | moderate |
| 5                                                   | Staff have information from available assessments or request assessment of child's needs.                                                                                                             |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 5                                                   | Staff use assessment information about needs of exceptional children and make modifications in environment, program, and schedule so that children can participate in many activities.                |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 7                                                   | Consultation with professional special educators regularly available to assist in planning individual programs for exceptional children.                                                              |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |
| 7                                                   | Center staff follow through with activities and interactions recommended by professional special educators to help children meet identified goals.                                                    |                        |                           |   |                                                                                                                                                                                                                                                                                                                                                                                    |          |