



Minnesota School-Age Care Alliance

# Minnesota Afterschool Accreditation Program (MAAP) 2.0 Informational Guide



**Minnesota Afterschool Accreditation Program**  
2610 University Ave W, Suite 425  
St. Paul MN 55114  
[maap@mnaeyc-mnsaca.org](mailto:maap@mnaeyc-mnsaca.org)  
651-789-3586

<b>Table of Contents</b>	
Introduction	Pages 3-4
MAAP Accreditation	Page 5-6
Accreditation Fees, Payment Instructions	Page 7
MAAP Quality Standards and Indicators	Pages 8-21

## Introduction

The Minnesota Afterschool Accreditation Program (MAAP), sponsored by the Minnesota School-Age Care Alliance (MnSACA), reflects the collective wisdom from the afterschool/youth development field and years of research on the indicators of high quality for afterschool programs.

### **About the Minnesota School-Age Care Alliance**

The Minnesota School-Age Care Alliance (MnSACA) is a member-driven, non-profit organization serving afterschool professionals throughout the state of Minnesota. MnSACA was founded in 1986 by a group of school-age child care directors with the mission of promoting the growth and development of high-quality school-age child care programs in the state of Minnesota.

MnSACA provides information, training, program improvement and support to professionals in order to build high-performing, sustainable programs that meet the needs of children, youth and their families. In addition, we serve as a professional association through our affiliation with the National AfterSchool Association to further inform, educate and engage the afterschool workforce.

Our efforts are predicated on the belief that highly-skilled staff results in improved program quality, which increases positive outcomes for children and youth. This belief is supported by a great deal of research including the *Massachusetts After-School Research Study*, a study of afterschool programs serving elementary and middle school youth from ten communities across Massachusetts, which found that the **single most important factor in determining program quality is a well-trained, prepared and stable workforce**. Children and youth served by stronger staff are more likely to stay enrolled, and therefore more likely to reap the documented benefits that come with being part of an afterschool program, such as higher rates of homework completion, increased social skills, and an enthusiasm for learning.

Our association includes practitioners, policy makers, researchers, and administrators representing all public, private, faith-based, school-based and community-based sectors. Our members work in a variety of school-age programs such as 21st Century Community Learning Centers, Boys and Girls Clubs, YMCA's, 4H, Parks and Recreation Departments, and other before school, after school and summer programs.

### **About Afterschool Programs**

In the last decade, public and private investments in afterschool have grown dramatically in Minnesota, leading to an increase in the number of programs available to children and youth. It is estimated that over 600,000 children and youth are served by nearly 5,000 programs throughout the state. Clearly, afterschool programs play a critical role in keeping Minnesota's children and youth safe, helping working families and supporting learning. Yet a lack of uniformity in quality persists.

High-quality afterschool programs can have strong positive outcomes on children's academic, social, and emotional lives, especially for at-risk youth. Recent reviews of afterschool program evaluations on well-run and effective afterschool programs showed that participation in quality afterschool programs improved youth feelings of self-confidence, self-esteem, attitude towards school, school grades, achievement test scores, and reduced problem behaviors. Conversely, the impact of low-performing, low-quality programs on children and youth are far-reaching and involve social, physical, emotional and academic developmental risks.

### **About Accreditation**

Program accreditation is the ultimate indication of program quality. It provides afterschool professionals with performance indicators and benchmarks of quality - to guide program planning, implementation and evaluation. Accreditation also serves to guide families in making more informed choices about afterschool care for their children. Moreover, the accreditation process supports a team approach to program improvement and fosters a competent, caring and qualified staff.

A quality program is one that is reflective, willing to improve, change and grow, and dedicated to supporting its participants to succeed. Becoming accredited is about both the outcome – the ‘accreditation’ - and the process of improvement experienced by the program team. To support the process of change and program improvement, accreditation is organized into six stages: enrollment, self-study, implementation, validation, decision and sustaining quality. All programs serving school-age children in Minnesota are eligible to enroll in the Minnesota Afterschool Accreditation Program (MAAP). Accreditation remains in effect for three years, pending completion of an annual interim report.

The foundation of the self-study process is the MAAP Self-Study Tool, which is comprised of a set of quality standards that represent effective practices in afterschool programming. This tool, while representing the final standards by which a program’s accreditation status will be determined, was designed to be aligned with a variety of assessment and self-study tools used throughout Minnesota, therefore allowing a program to build on existing quality improvement efforts. These tools include the Advancing and Recognizing Quality Kit from NIOST, the School-Age Care Environmental Rating Scale (SACERS), and the Youth Program Quality Assessment (YPQA/Highscope). Programs can choose to use the MAAP Self-Study Tool, or one of the aforementioned assessment tools. Programs choosing to use an alternate tool will be prepared for the accreditation validation visit; however, it is strongly recommended that program leadership reviews the MAAP Self-Study Tool several times prior to the validation visit to become familiar with the standards and indicators and to ensure full preparation for the visit.

Programs are required to engage their staff and stakeholders in the self-study process. Programs are asked to rate their performance on the standard as demonstrated by the performance indicator. Indicators describe in detail the practices that are needed to meet the standard. Some standards have just a few indicators, while other standards have many indicators. Indicators may be either ‘required’ (R) or ‘emerging’ (E).

**Required indicators** are those practices that *must* be demonstrated for a program to receive accreditation. These practices are considered essential to high quality and/or are foundational to other emerging practices. All required indicators must be met for a program to become accredited.

**Emerging indicators** are those practices that are linked to exceptional outcomes for youth, but may still be only partially implemented in high-quality programs. These indicators represent cutting-edge practices in the profession, or supporting practices that provide an enhanced level of challenge for high-quality programs to work toward. Over time, as the field evolves, many emerging indicators are expected to become required indicators and new emerging indicators will be identified. During the validation visit, emerging indicators are scored using a 0 – 3 point scale. **To become accredited programs must score 80 points of the possible total of all emerging indicators.** The scale is:

0 points = No evidence

1 point = Very little evidence

2 points = Some evidence

3 points = Substantial or consistent evidence

### **Evidence**

To be accredited, programs provide ‘evidence’ that they meet the MAAP indicators. Evidence may be provided in the form of documents – staff handbooks, family handbooks/guidelines, files, meeting notes, forms, etc. Evidence may also be provided in a director narrative, or evidence may be observable. Indicators met using the director narratives are evidenced by a brief written statement from the program director. An indicator is met with observable evidence when it is observed by the validator on the day of the validation visit.

Please refer to pages 8-21 of this guide for a complete list of the MAAP Standards and Indicators.

## MAAP Accreditation

### **ENROLLMENT IN MAAP (FORM & FEE REQUIRED BY SEPTEMBER 30)**

Prior to enrolling in MAAP, program leaders review the MAAP 2.0 Informational Guide and Overview of MAAP Accreditation PowerPoint to become familiar with the MAAP accreditation process. Once these resources have been reviewed, program leaders begin informing staff, families and the broader community of their intent to engage in program improvement and accreditation efforts. Program enters the MnSACA system by completing and submitting the Enrollment in MAAP form by **September 30**, along with the Enrollment in MAAP fee (per the fee schedule on page seven of this guide). Once the Enrollment in MAAP fee is received by MnSACA, the designated program contact will receive email confirmation and instructions for electronic access to all MAAP Self-Study tools and resources.

### **SELF-STUDY AND PROGRAM IMPROVEMENT (NO FORM OR FEE REQUIRED)**

Program selects a MAAP coach and recruits a team of individuals who have an interest in the success of the program (i.e. program staff, school administrators, parents, youth participants) to form a Stakeholder Team. Stakeholder Team members work together to develop a strategy for gathering feedback from families, staff, children and program host using the questionnaires provided, as well as scheduling observations of program practices using the MAAP Self-Study Tool. Using the information gathered from surveys and observations, the Stakeholder Team creates an action plan for improvement using the MAAP Action Planning Template.

At least three months prior to the expected visit date the program implements the action plan for program improvement. The action plan acts as a road map to guide the work to meet set goals and achieve accreditation. Stakeholder Team members track the status of each of the action plan items throughout the Self-Study and Program Improvement stage. Once all action plan items have been completed the team may decide to conduct additional observations and/or re-survey families, children, staff and host to assess whether all identified goals of the self-study process have been met.

### **INTENT TO CONTINUE IN THE MAAP PROCESS (FORM & FEE REQUIRED BY NOVEMBER 15)**

Programs must complete and submit the Intent to Continue in the MAAP Process form by **November 15**, along with the Intent to Continue in the MAAP Process fee (per the fee schedule on page seven of this guide). This form is a confirmation from the program that they have completed the steps necessary to proceed through the process of becoming accredited.

### **MAAP VALIDATION VISIT APPLICATION (FORM REQUIRED BY FEBRUARY 15; NO FEE REQUIRED)**

Program leaders complete and submit the MAAP Validation Visit Application by **February 15**. On this application, program chooses their visit date window – spring or fall of the current year, or the spring of the next year – and provides detailed information about the structure of their program. It is a program's chance to describe unique attributes of their program that they would like the validator to know during the validation visit. Once the MAAP Validation Visit Application is submitted, if program wishes to make a change to their visit date window (i.e. push visit back to the next cycle), a \$100 fee will be charged. Programs must complete their visit by the end of the third window (spring of the next year), or they must start the process from the beginning (including resubmitting all accreditation fees).

### **PRE-VISIT DOCUMENTATION (DOCUMENTS & FEE REQUIRED BY MARCH 15)**

Program leaders compile all documentation and evidence listed on the MAAP Pre-Visit Documentation Checklist. All Pre-Visit Documentation is submitted electronically to MAAP by **March 15**, along with the MAAP Pre-Visit Documentation fee (per the fee schedule on page seven of this guide). MnSACA reviews all submitted documentation to ensure completion and visit readiness, then assigns a MAAP Validator to conduct the visit. Program will be allowed to select up to five blackout dates during the window of validation visits, and will be notified of their visit date at least two weeks prior. Meanwhile, the program and coach work on compiling all documentation and evidence listed on the On-Site Documentation Checklist to be reviewed by the MAAP Validator during the visit.

### **DECISION (NO FORM OR FEE REQUIRED)**

Following the validation visit, the reports describing the observation and documents & evidence submitted are forwarded by MnSACA to a Review Panel. The Review Panel considers the evidence of the program's quality and issues a decision to accredit or defer. If the program is accredited, a certificate is issued and the accreditation endorsement is valid for up to three years. If the program is deferred, it submits a new MAAP Validation Visit Application along with a fee (per the fee schedule on page seven of this guide), receiving another validation visit during the next cycle of visits. The deferral process gives programs additional time to address the area(s) in which it has not yet demonstrated a sufficiently high level of quality, and allows them a second opportunity to meet the accreditation standards and to become accredited. If the program still does not demonstrate a sufficiently high level of quality after the second validation visit, they are denied accreditation, and must start the process from the beginning (including resubmitting all accreditation fees).

**ANNUAL REPORT (FORM & FEE REQUIRED ANNUALLY BY JUNE 15)**

Throughout the entire three-year accreditation endorsement, program leadership and the Stakeholder Team are responsible for overseeing the site's continual compliance with the MAAP standards of quality. Annual reports are required each year to demonstrate continuous improvement. Compliance visits could be conducted from time to time during the accreditation term. Any changes in leadership or location must be promptly reported to MnSACA. The Annual Report fee is \$150 each year per site due by **June 15**. Programs are expected to adopt a continuous improvement mindset which includes administering family, staff, child and host surveys, and conducting program observations and assessments at least annually. A plan for continuous program improvement is then developed and implemented based on information gathered from surveys, observations and assessments.

**MAAP Process Deadlines & Fees\***

**MAAP FEES COVER**

**Cohort Meetings  
Technical Assistance  
Access to MAAP Materials  
Networking Platform  
Validation Visit & Decision  
Certificate of Accreditation**

<b>Program Size</b>	<b>ENROLLMENT IN MAAP FEE DUE BY SEPTEMBER 30<sup>TH</sup></b>	<b>INTENT TO CONTINUE IN THE MAAP PROCESS FEE DUE BY NOVEMBER 15<sup>TH</sup></b>	<b>PRE-VISIT DOCUMENTATION FEE DUE BY MARCH 15<sup>TH</sup></b>	<b>ANNUAL REPORT FEE DUE EACH YEAR ENDORSED BY JUNE 15<sup>th</sup></b>
10-60 children enrolled	\$150	\$800	\$800	\$150
61-120 children enrolled	\$200	\$1,000	\$1,000	\$150
121-240 children enrolled	\$250	\$1,100	\$1,100	\$150
241+ children enrolled	\$300	\$1,300	\$1,300	\$150

**Currently, the Minnesota Department of Human Services refunds fully-accredited programs 50% of all accreditation fees!**

- All MAAP paperwork must be received by due date or \$50 late fee will apply.
- Payment at each stage due in full before advancing; additional charges will apply for late payments.
- Programs wishing to pay fees in advance should contact MnSACA at [maap@mnaeyc-mnsaca.org](mailto:maap@mnaeyc-mnsaca.org) to expedite payment.
- No refunds will be given once a program is enrolled.
- A paid enrollment fee is valid two years from date of enrollment.
- Programs can pay all fees online with credit card or access an invoice to submit with payment by check.
- Checks should be made payable to the **Minnesota School-Age Care Alliance** and sent to:

**MnAEYC-MnSACA  
2610 University Ave. W., Suite 425  
Saint Paul, MN 55114**

\*Please visit [www.mnaeyc-mnsaca.org/maap](http://www.mnaeyc-mnsaca.org/maap) for the most current fees.

**Quality Standards and Indicators**

<b>Foundation Area I</b>	
<i>Administration: Effective administration practices support transparency and openness which creates an environment in which program quality and positive youth development are most likely to occur and be sustained.</i>	
<b>Standard 1: The program complies with applicable regulations.</b>	
INDICATOR	DESCRIPTION
I.1.A.	The program complies with regulations that apply to its lawful operation (i.e., MN Department of Human Services licensing regulations, MN Department of Education regulations or guidelines, local fire, safety, and health codes, etc.)
I.1.B.	The program complies with rules and guidelines established by the site host (if any). (N/A: Program owns and operates location.)
I.1.C.	The program complies with requirements of funding agencies (if any). (N/A: Program does not have a funding agency.)
I.1.D.	The program maintains applicable insurance including: <ul style="list-style-type: none"> <li>• Workers' compensation insurance;</li> <li>• Liability insurance; and</li> <li>• Accident insurance.</li> </ul>
I.1.E.	The program meets the requirements of the Child and Adult Care Food program (if participating). N/A: Program does not participate in the Child and Adult Food Program
<b>Standard 2: The program has operational procedures that ensure that it functions smoothly and is sustainable.</b>	
I.2.A.	The program has a written mission, vision, values, and/or philosophy statement that includes at least the following: <ul style="list-style-type: none"> <li>• A commitment to serve a diverse community of youth;</li> <li>• A commitment to serve youth of varying abilities including those with identified special needs;</li> <li>• A commitment to positive youth development and youth led activities; and</li> <li>• A commitment to high quality and continuous improvement.</li> </ul>
I.2.B.	The program has a written agreement for any shared spaces or shared services.
I.2.C.	The program has a written rate sheet that describes the charges for program services.
I.2.D.	The program has a written budget.
I.2.E.	The program has a system for accounting for funds (income and expenses).
I.2.F.	The program has written and posted hours of operation.
I.2.G.	The program maintains a record keeping system for information about each staff member (including substitutes) and each youth participating in the program.
I.2.H.	The program has written menus for meals and snacks served to youth that reflect USDA guidelines for appropriate amounts and types of food (i.e. <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> ) <b>Related: II. Standard 3</b>
I.2.I.	The program has a written chain of command.
I.2.J.	A written procedure exists for documenting accidents and injuries occurring to children and staff during programming hours.

<b>Standard 3: The program has policies and procedures that provide for the hiring, development, and supervision of program staff members.</b>	
I.3.A.	The program has and follows hiring policies that minimize the chance of discriminatory hiring.
I.3.B.	Applicants are subject to background checks as required by the host agency or applicable regulations.
I.3.C.	Applicants are screened to ensure that they are qualified for the positions available.
I.3.D.	Applicants are screened for their suitability to work with youth using interviews, references and/or employment history.
I.3.E.	The program has written job descriptions.
I.3.F.	<p>The program has written personnel policies that include all of the following:</p> <ul style="list-style-type: none"> <li>• Plans for non-discriminatory hiring;</li> <li>• Plans for staff orientation;</li> <li>• Plans and requirements for on-going professional development of staff members;</li> <li>• Plans for supervision and assessment of staff members job performance;</li> <li>• Plans for tracking employee schedules including scheduling of sick time or other time away from the program;</li> <li>• Confidentiality of program, youth, and family information;</li> <li>• Mandated reporting of child abuse and/or neglect;</li> <li>• Guidance procedures and procedures for addressing challenging behaviors and the prevention of bullying; <b>Related IV.4.C</b></li> <li>• Health and safety policies;</li> <li>• Special requirements of host site.</li> </ul>
I.3.G.	All staff members meet requirements described in the Staff Qualifications document.
I.3.H.	At the time of hire staff members are given a written job description.
I.3.I.	At the time of hire staff members are given a written employee handbook or other document outlining program and personnel policies, expectations, and preferred practices.
I.3.J.	<p>At the time of hire employees are provided an orientation to the position for which they have been hired. The orientation includes at least the following:</p> <ul style="list-style-type: none"> <li>• Tour of the spaces used by the program (including location of materials and supplies and emergency exits and shelters);</li> <li>• Introduction to others with whom they will work;</li> <li>• Program mission and/or philosophy;</li> <li>• Job description and major responsibilities;</li> <li>• Information about the families and youth served by the program;</li> <li>• Policies and procedures given to families;</li> <li>• Medication administration and other health-related policies of the program;</li> <li>• Emergency procedures;</li> <li>• Protection from blood-borne pathogens;</li> <li>• Confidentiality requirements;</li> <li>• Ratios and group sizes;</li> <li>• Guidance policies;</li> <li>• Daily schedule;</li> <li>• Special needs of youth within the program (including allergies and custody arrangements);</li> <li>• Food handling, preparation, and sanitation guidelines;</li> <li>• Modeling nutrition and healthy eating;</li> <li>• Dress code and expectations for professional behavior;</li> <li>• Personnel policies;</li> <li>• Availability of supervisory support, resources, and professional development; and</li> <li>• Procedures for addressing employee grievances.</li> </ul>
I.3.K.	On-going professional development (training) is available to staff members to meet identified needs and fulfill professional development plans.
I.3.L.	Staff meetings are held at least once each month.

I.3.M.	At least annually staff members participate in a formal performance evaluation and plans for professional development are updated based on assessments of performance.
I.3.N.	A written staffing plan exists to ensure qualified staff members are adequately scheduled to fulfill ratio and group size requirements for the safe supervision of youth.
I.3.O.	The program employs or has access to individuals who can routinely substitute for staff members. Substitutes must meet the following requirements: <ul style="list-style-type: none"> <li>• Short term substitutes (those who work less than 10 consecutive working days or less than 10% of scheduled working days per year) do not need to meet all of the qualifications for the position being replaced <u>but must have</u> background clearances as required for regular staff members</li> <li>• Long term substitutes (those who work more than ten consecutive working days or more than 10% of the scheduled working days) must meet the qualifications specified for the position being replaced. (see Appendix A)</li> </ul>
I.3.P.	Volunteers cannot be used to meet program ratios and cannot be alone with youth. (N/A: Program does not utilize volunteer staff.)
I.3.Q.	Volunteers must meet program requirements for background checks. (N/A: Program does not utilize volunteer staff.)
I.3.R.	Volunteers must meet and follow the requirements described in Staff Qualifications. (N/A: Program does not utilize volunteer staff.)
I.3.S.	A survey of staff member feedback is conducted at least annually.
I.3.T.	A diverse staff is recruited. (i.e., advertisements encourage underrepresented groups to apply, use of recruiting and hiring publications targeted to diverse populations, etc.)
I.3.U.	The program leadership collaborates with each employee using the core competencies for out-of-school time to create a professional development plan.
I.3.V.	Staff members are routinely observed and provided feedback about their performance on the job.
I.3.W.	A written plan is implemented for securing substitutes when scheduled staff members are unable to fulfill their responsibilities.
I.3.X	A program improvement plan is developed and implemented based on staff member survey results.
<b>Standard 4: The program has policies and procedures that ensure the smooth planning, implementation and evaluation of the environment and activities that contribute to positive youth development.</b>	
I.4.A.	The program has written policies and procedures for guidance of youth which include: <ul style="list-style-type: none"> <li>• Requirements for modeling positive, pro-social behavior;</li> <li>• Requirements for proactive prevention of challenging behaviors;</li> <li>• Descriptions of negative guidance techniques that are prohibited in the program;</li> <li>• Procedures for addressing behaviors that do not decrease in frequency or severity with typical guidance practices;</li> <li>• Procedures for addressing bullying or victimization; and</li> <li>• Procedures for addressing special behavioral needs (i.e., use of restraint, etc.).</li> </ul>
I.4.B.	The program provides adequate time for staff to plan activities that support positive youth development.
I.4.C.	The program has a written plan for how the environment and activities will be used to support positive youth development (i.e. curriculum, lesson plans, calendars of activities, etc.)
I.4.D.	The program leadership conducts routine assessments of the environment and activities to identify areas of improvement and to celebrate program strengths.
<b>Standard 5: The program has policies and procedures that support the development of positive relationships with families.</b>	
I.5.A.	At the time of enrollment the family receives documentation of policies and procedures that support youth development and smooth functioning of the program. The documentation includes at least the following: <ul style="list-style-type: none"> <li>• Program days and hours of operation;</li> <li>• Mission and/or philosophy of the program;</li> <li>• Open door policy;</li> <li>• Ratios and group sizes maintained by the program;</li> <li>• Procedures for supervision including supervision of high-risk activities;</li> <li>• List of documents required by the program (i.e., enrollment forms, emergency contacts, health</li> </ul>

	<p>information, photo releases, etc.);</p> <ul style="list-style-type: none"> <li>• Guidance policies and procedures used by the program including specification of negative approaches not allowed <b>See related: IV.2.D;</b></li> <li>• Procedures for attendance and supervision;</li> <li>• Policies for excluding youth who are ill;</li> <li>• Policies and procedures for medication administration;</li> <li>• Procedures for addressing needs of youth with chronic health conditions or special needs;</li> <li>• Procedures for transporting youth;</li> <li>• Procedures for releasing children including documentation for person(s) authorized to pick up the child and procedures for addressing custody arrangements;</li> <li>• Procedures for responding to emergencies;</li> <li>• Procedures for communicating with families about youth needs and development including conferences;</li> <li>• Solicitation of involvement of family members in the program;</li> <li>• Description of community partnerships impacting the program (if any); and</li> <li>• Procedures for reporting grievances</li> </ul>
I.5.B	At the time of enrollment staff offer the youth and family members an orientation to the program and the opportunity to discuss the specific needs and interests of the youth and family.
I.5.C	<p>At the time of enrollment, families provide at least the following information: Medical information including allergies, medications, and limitations;</p> <ul style="list-style-type: none"> <li>• Emergency contact information;</li> <li>• Names and contact information of person to whom the youth can be released; and</li> <li>• Information regarding IEPs or other special needs.</li> </ul>
I.5.D	A survey of family member’s feedback is conducted at least annually.
I.5.E	Program improvement plans are developed and implemented using results of family surveys.
I.5.F	Family members are encouraged to participate in program activities.
I.5.G	There are opportunities for family members to engage in decision making regarding the program.
I.5.H	Family members receive regular communication from staff members about the needs, interests, and development of youth.
I.5.I	Communications with families are provided in the family’s preferred language.

**FOUNDATION AREA II**

**Wellness:** *The program policies and practices support the wellness of the youth participants.*

**Standard 1: Staff members implement practices that proactively protect the health of youth participants.**

II.1.A.	Staff members implement the program’s policy for the exclusion of ill children.
II.1.B.	A designated space is available for youth who must be separated from the group due to illness.
II.1.C.	Staff members thoroughly wash hands when they are soiled and at least at the following times: <ul style="list-style-type: none"> <li>• When arriving at the program;</li> <li>• After using the toilet;</li> <li>• Before eating or preparing food;</li> <li>• After handling pets or pet supplies;</li> <li>• After blowing own nose or assisting youth;</li> <li>• Before and after administering medication; and</li> <li>• Before and after administering first aid</li> </ul>
II.1.D.	Hand washing systems are in place and implemented in all spaces used by youth and staff members.
II.1.E.	The inside and outside environment are clean.
II.1.F.	The program has and follows a procedure for medication administration that describes at least the following: <ul style="list-style-type: none"> <li>• How medications will be stored;</li> <li>• Under what circumstances medications will be given;</li> <li>• When medications can be given;</li> <li>• What types of medications can and cannot be given;</li> <li>• Who can administer medication;</li> <li>• Documentation for medication administration that is required by the program, host site, or regulatory agencies.</li> </ul>
II.1.G.	Smoking is prohibited in the indoor and outdoor spaces used by the program.
II.1.H.	Families are notified of the presence of pets in the program.

**Standard 2: Staff members implement practices that protect youth from hazards.**

II.2.A.	The indoor and outdoor environments are checked each day for hazards.
II.2.B.	Worn or broken materials or equipment are removed from the space used by youth.
II.2.C.	Hazardous materials such as medications, cleaners, sharp tools and implements are stored where youth do not have access.
II.2.D.	A first aid kit and directions for its use, is reasonably accessible to staff members at all times.
II.2.E.	The first aid kit must include at least the following: <ul style="list-style-type: none"> <li>• Water (if not available in the space);</li> <li>• Disposable gloves;</li> <li>• Adhesive bandages of assorted sizes;</li> <li>• Sealed packages of antiseptic wipes;</li> <li>• Scissors;</li> <li>• Sterile compresses;</li> <li>• Thermometer;</li> <li>• Adhesive tape;</li> <li>• Ice bag or cold pack; and</li> <li>• A current first aid manual.</li> </ul>
II.2.F.	The program conducts and documents emergency drills as required by local regulatory agencies and/or host site.
II.2.G.	Emergency contact information is updated at least annually.
II.3.A.	Foods served are appropriate to the ages and interests of youth in the program including amounts and types of foods. <b>Related Std. I.2.H</b>
II.3.B.	Safe drinking water is available to youth at any time.
II.3.C.	Staff members follow host guidelines or requirements of local regulatory agencies for food handling including preparation and clean up.

II.3.D.	Clean space for food service and eating are available.
II.3.E.	Staff members are made aware of allergies impacting youth.
II.3.F.	Options are available for youth with special diet concerns (i.e. children with diabetes, kosher diets, etc.).
II.3.G.	Staff members sit with youth during meals and snacks.
II.3.H.	Staff members model healthy eating.
II.3.I.	Staff members support youth’s emerging abilities to self-regulate eating (i.e., eat only until full, select appropriate portions, etc.).
II.3.J.	Youth are offered or encouraged to bring drinks such as water, low or non-fat milk, or 100% fruit juice.
II.3.K.	Foods high in fats, sodium, and sugars are limited.
II.3.L.	A balance of fruits, vegetables, grains, and proteins is served.
II.3.M.	Snacks include healthy foods from various cultures.

**Standard 4: Staff members ensure that youth are safely supervised at all times.**

**Definitions related to Standard 4:**

- **Ratio:** Refers to the number of adults providing active and engaged supervision to the number of children.
- **Group:** Refers to children participating in a common activity.
- **Needs of the children:** Refers to the social, emotional, cognitive, physical, and language developmental needs of each child with responsiveness to cultural identity.
- **Active and engaged supervision:** Refers to providing focused attention and intentional observation (within sight and sound), while appropriately interacting with children and involving oneself, as necessary, in order to provide a safe, secure, and engaging environment for children. When “supervision” or “supervise” appears in the document, MAAP is referring to active and engaged supervision.
- **Grade level:** Refers to the grade that the child is in for the current school year. Therefore, a child is not considered “in” the next grade until the school year has officially begun (e.g., children are not considered “kindergarteners” until the first day of kindergarten)

**NOTE:** For the purpose of accreditation, a program which operates in a mixed service model (meaning other programs’/neighborhood children interface with the program’s children) is only responsible for the children enrolled in their program, unless otherwise dictated by a formal program collaboration agreement. Only the program’s enrolled children will be considered when calculating ratio and group size. However, programs in mixed service models must have policies in place that are proactive and guide the staff in knowing how to ensure the safety and security of the children in their program (e.g., the program must inform staff how to determine if there are too many children on the playground when neighborhood children are present and how they should respond to that situation), and the program has a responsibility to inform MAAP of any such policies.

II.4.A.	<p>Staff members maintain minimum adult to child ratios (<b>see definition above</b>) to ensure active and engaged supervision (<b>see definition above</b>) of children. Ratios should be in place to guarantee that there are enough staff actively engaged with the children to maintain safety, establish an environment where children feel secure, and allow for positive, meaningful interactions with adults. It may be appropriate for there to be more staff or, in other words, higher ratios of staff to children, based on the needs of the children (<b>see definition above</b>) and the nature of the activity (e.g., high risk and/or complex activities, such as swimming, cooking projects, field trips, potentially controversial or emotional activities;) <b>(Related criteria II.4.D. &amp; II.4.E).</b></p> <p>Observed ratios must at a minimum meet the standards stated below unless the regulations that apply to the program’s lawful operation (e.g., state regulations) or host site (e.g., school district) policy are more rigorous. In such case, the more rigorous standard must be followed. In the event that a program is required to use a more rigorous ratio, it is the responsibility of the program to inform MAAP of the specific ratios they follow.</p> <p><b>PLEASE NOTE: “Adult” supervision does include 16 year-olds being counted in ratio. However, 16 year-olds may not be left unsupervised.</b></p>
---------	--

	<ul style="list-style-type: none"> <li>• Pre-K ratio: 1 adult to every 10 children</li> <li>• Kindergarten and older ratio: 1 adult to every 15 children</li> <li>• Mixed age that includes Pre-K children ratio: 1 adult to every 10 children</li> </ul> <p>Procedures and/or policies must be in place to ensure the safety and security of all children in the event of an emergency that would require one-on-one attention be given to a child (if a child is injured, if a child takes ill, etc.) or would render a staff member unable to supervise children for an unforeseen amount of time (if the staff member takes ill, if a parent needs immediate assistance, etc.).</p>
II.4.B.	<p>Staff members organize children and/or program activities so that groups (<b>see definition above</b>) do not exceed sizes that can be safely supervised (<b>see definition above</b>) as determined by the grade level (<b>see definition above</b>) of the children.</p> <p>Maximum group sizes are:</p> <ul style="list-style-type: none"> <li>• Pre-K: Maximum group size of 20</li> <li>• Kindergarten and older: Maximum group size of 30</li> <li>• Mixed age that includes Pre-K children: Maximum group size of 20</li> </ul> <p>Group size limits must be maintained and groups clearly identifiable in areas where multiple groups gather (e.g., gymnasiums, cafeterias, libraries). For special occasions (e.g., assemblies), groups of children may be combined together if ratios are maintained and the space is large enough to maintain minimum square footage requirements (<b>related criteria V.1.A &amp; V.4.A</b>) to accommodate the number of children. However, merging of groups of children should not be a regular operating procedure.</p> <p>Regulations related to lawful operations (e.g., state regulations) and/or host site (e.g., school district) requirements must be followed if those standards are more rigorous than the above maximum group sizes. The program has a responsibility to inform MAAP of any such standard that is followed.</p>
II.4.C.	<p>Staff members are actively engaged in supervision of youth by:</p> <ul style="list-style-type: none"> <li>• Positioning themselves near youth activities;</li> <li>• Avoiding distractions such as non-emergency cell phone use and long adult to adult conversations that take focus away from youth activities;</li> <li>• Intentionally monitoring youth activities; and</li> <li>• Routinely communicating about boundaries and program rules.</li> </ul>
II.4.D.	<p>Staff members modify supervision based on needs and abilities of youth (i.e. increase level of supervision for younger children or children with special needs or increase the level of independence of older youth as agreed upon in writing with family).</p>
II.4.E.	<p>Staff members modify supervision based on the level of risk associated with activities (i.e. swimming, carpentry, roller blading or skating, etc.).</p>
II.4.F.	<p>Staff members are able to identify how many and which youth are under their supervision at all times.</p>
II.4.G.	<p>There is a system in use to inform staff members and families to the location of youth in the program.</p>
II.4.H.	<p>Staff members are able to have two-way communication across all spaces used by the program (i.e. intercom, cell phones, two-way radios, etc.).</p>
II.4.I.	<p>Staff members use a written system to record the arrivals and departures of youth from the program each day. The system records at least the following:</p> <ul style="list-style-type: none"> <li>• Time of arrival;</li> <li>• Time of departure; and</li> <li>• To whom the child was released.</li> </ul>
II.4.J.	<p>The program uses a written system of communicating youth needs (i.e. transportation, authorized changes in child release information, late arrivals, absences, etc.).</p>
II.4.K.	<p>The program has written information documenting persons who are authorized to pick up each youth.</p>
II.4.L.	<p>The program has and uses a written system to notify staff members of those to whom a youth can be released.</p>
II.4.M.	<p>The program has and uses a written procedure for addressing an unauthorized person attempting to pick up youth at the program.</p>

II.4.N.	The program has and uses a written procedure for addressing missing or lost youth including youth who are scheduled to attend but do not arrive.
<b>Standard 5: Youth are safely supervised during field trips or events that represent a higher than typical risk.</b>	
II.5.A.	All youth participating in field trips have written permission to do so.
<del>II.5.B.</del>	<del>Minimum ratios are maintained during field trips.</del> CRITERION REMOVED
II.5.C.	An extra staff member is available on field trips (beyond the minimum ratio) or a lower youth to adult ratio is maintained while on field trips.
II.5.D.	Staff members are assigned to particular groups of youth for the duration of the field trip or high risk event.
II.5.E.	Staff members proactively plan for medication administration, injuries, and other emergencies when activities take the group off-site.

<b>Foundation Area III</b>	
<b>Activities:</b> <i>The program plans and implements activities that support youth development and engagement.</i>	
<b>Standard 1: Staff plan, organize and provide activities that meet the developmental needs of all youth.</b>	
III.1.A.	The program focuses on all aspects of youth strengths and needs including physical, social, emotional, and cognitive/academic needs
III.1.B.	The program activities reflect the abilities of all youth in the program including those with special needs
III.1.C.	The program activities reflect the interests of youth in the program (i.e. Youth are actively engaged, youth are not wandering from activity to activity)
III.1.D.	Staff members use authentic observations of youth to plan activities that align with youth needs and interests.
<b>Standard 2: Staff plan, organize, and provide a wide variety of activities that address all domains of development.</b>	
III.2.A.	Youth are provided with regular opportunities to develop their social and emotional skills.
III.2.B.	Youth are provided with regular opportunities to develop approaches to learning (successful acquisition of knowledge, processing information, and thinking and reasoning).
III.2.C.	Youth are provided with regular opportunities to develop their language and literacy skills.
III.2.D.	Youth are provided with regular opportunities to develop creativity and to understand and participate in artistic processes.
III.2.E.	Youth are provided with regular opportunities to develop cognitive skills in science, technology, engineering, mathematics, and social studies.
III.2.F.	Youth are provided with regular structured and unstructured opportunities to develop physical skills including gross motor skills, fine motor skills, balance, and endurance.
III.2.G.	Staff members use authentic observations of youth to adapt or modify activities to align with youth needs and interests.
III.2.H.	Staff members use school assessment data, IEPs, or other data to plan or modify activities to meet developmental needs of youth.
<b>Standard 3: Staff plan for and promote activities that are youth led and choice-based.</b>	
III.3.A.	Youth are able to choose from three or more activities throughout each programming day.
III.3.B.	Youth are regularly provided with opportunities to choose and design activities.
III.3.C.	Youth are provided with resources needed to develop and carry out their plans (time, space, and materials).
III.3.D.	Youth have opportunities to participate in program planning and to make decisions about the program.
III.3.E.	Youth are regularly provided with opportunities to lead and implement activities.
<b>Standard 4: Staff plan, organize, and provide activities that are hands-on, experiential and project-based.</b>	
III.4.A.	Most activities planned and implemented involve youth in hands-on, experiential activities.
III.4.B.	Youth have regular opportunities to engage in projects of varying durations (short term and long term projects).
III.4.C.	Youth have regular opportunities for meaningful service learning or community involvement (i.e. food drive, park clean-up day, etc.).

<b>Standard 5: Staff plan, organize, and implement an appropriate daily schedule of activities.</b>	
III.5.A.	The program has a posted daily schedule that is visible to staff members, youth and families.
III.5.B.	The daily schedule includes a balance of activities which are implemented in varying group sizes (individual, small group, whole group).
III.5.C.	The daily schedule includes time and quiet space for youth to complete homework.
III.5.D.	The daily schedule provides continuous blocks of time (at least 20 minutes per 3 hours) for youth to engage in sustained activities of their own choosing.
III.5.E.	The daily schedule includes outdoor (weather permitting) activities each day. At least 30 minutes of outdoor play per 3 hours of program time are scheduled each day.
III.5.F.	The daily schedule includes activities with varying levels of physical exertion (physically active activities, sedentary activities, etc.)
III.5.G.	The daily schedule is planned to minimize the number of transitions between activities.
III.5.H.	The daily schedule is planned and implemented to minimize waiting and periods of inactivity.
III.5.I.	Youth are not rushed to finish activities.
III.5.J.	In the event that wait time must exceed more than a few minutes, activities are implemented to effect a smooth transition.
III.5.K.	Staff allow for flexibility in the daily schedule to meet youth needs and to take advantage of youth interests.
III.5.L.	Youth are limited to no more than 20 minutes of sedentary screen time during each daily program component.
III.5.M.	Youth are encouraged to participate in at least 30 minutes of appropriately-strenuous physical activity each day.
III.5.N.	When it is necessary to move in large groups, activities are implemented to effect a smooth transition.
<b>Standard 6: Staff plan, organize, and implement activities that promote awareness and acceptance of similarities and differences, including culture, gender roles, abilities, and community.</b>	
III.6.A.	Youth are given access to materials that represent a diverse community.
III.6.B.	Youth are regularly offered activities that introduce similarities and differences among cultures, genders, abilities, and communities.
III.6.C.	Activities are offered to youth in a way that supports the unique abilities, languages, cultures, and traditions of youth participants.
III.6.D.	Activities reflect the language and cultures of the families served in the program.

<b>Foundation Area IV</b>	
<b>Relationships: Relationships are developed among staff members, youth, and families to promote youth development.</b>	
<b>Standard 1: Staff members form positive relationships with youth that support social and emotional development.</b>	
IV.1.A.	Staff members affirm children’s identity by: <ul style="list-style-type: none"> <li>• Using children’s names;</li> <li>• Using person-first language;</li> <li>• Positioning themselves at child eye level;</li> <li>• Showing acceptance and appreciation for children’s unique interests, abilities, culture &amp; language;</li> <li>• Listening attentively to children when they talk;</li> <li>• Engaging youth in conversation about their activities, interests, and talents; and</li> <li>• Treating all children with fairness and respect and showing no preference for individual children.</li> </ul>
IV.1.B.	Staff members encourage the growing independence of youth by: <ul style="list-style-type: none"> <li>• Encouraging youth to make choices</li> <li>• Encouraging youth to do for themselves when possible</li> </ul>
IV.1.C.	Staff members support healthy social and emotional development of youth by: <ul style="list-style-type: none"> <li>• Modeling appropriate reactions to situations;</li> <li>• Labeling emotions and using emotion-related words;</li> <li>• Developing a personal relationship with each youth;</li> <li>• Welcoming youth to the program each day; and</li> <li>• Acknowledging each youth as they depart from the program each day.</li> </ul>
<b>Standard 2: Staff members use positive and appropriate guidance and supervision to support healthy youth development and to build relationships with and among youth.</b>	
IV.2.A.	Staff members and youth create rules for acceptable, pro-social behavior for the group.
IV.2.B.	Staff members demonstrate a positive, proactive approach to guidance that prevents most challenging behavior before it occurs.
IV.2.C.	Staff members follow the program’s written plan for addressing the challenging behaviors of youth.
IV.2.D.	Staff members do not engage in the following negative approaches: <ul style="list-style-type: none"> <li>• Corporal punishment;</li> <li>• Aversive stimuli;</li> <li>• Withholding nutrition or hydration;</li> <li>• Inflicting physical or psychological pain;</li> <li>• Demeaning, shaming or using demeaning language or activities;</li> <li>• Unnecessarily punitive restrictions or work assignments;</li> <li>• Forced physical exercise to eliminate behaviors;</li> <li>• Punishment by peers; or</li> <li>• Group punishment for individual behavior.</li> </ul>
IV.2.E.	Staff members follow program or host site guidelines for special behavioral needs (i.e. use of restraint).
<b>Standard 3: Staff members develop relationships with youth that support cognitive development and learning.</b>	
IV.3.A.	Staff members encourage curiosity, problem solving, and creativity by: <ul style="list-style-type: none"> <li>• Asking open-ended questions;</li> <li>• Modeling and affirming curiosity, discovery, and love of learning;</li> <li>• Suggesting alternate approaches;</li> <li>• Displaying enthusiasm and excitement for youth;</li> <li>• Affirming trial and error experiences of youth exploration and discovery and;</li> <li>• Providing opportunities for reflection.</li> </ul>
IV.3.B.	Staff members encourage youth to pursue activities that are appropriately challenging.
IV.3.C.	Staff members help modify or adapt activities to encourage youth participation.
IV.3.D.	Staff members provide encouragement to support persistence.

<b>Standard 4: Youth are encouraged to form positive peer relationships.</b>	
IV.4.A.	Youth are offered activities that engage them in cooperative and team activities that value fairness, teamwork and personal growth
IV.4.B.	Staff members capitalize on opportunities to teach conflict resolution and build harmonious relationships among youth.
IV.4.C.	Staff members address bullying by: <ul style="list-style-type: none"> <li>• Following staff guidelines for bullying prevention and addressing instances of bullying;</li> <li>• Being alert to behaviors that indicate bullying;</li> <li>• Intervening immediately when bullying behaviors are suspected;</li> <li>• Documenting instances of bullying behavior; and</li> <li>• Notifying program leadership of instances of bullying or victimization. <b>Related: I.3.G.</b></li> </ul>
IV.4.D.	Staff members create opportunities for youth to demonstrate leadership or to assume leadership roles in daily activities.
IV.4.E.	Staff members support youth in providing mentoring for other youth in the program.
<b>Standard 5: Staff members work together as a team.</b>	
IV.5.A.	Staff members model positive, productive communication.
IV.5.B.	Staff members model positive adult working relationships.
IV.5.C.	Staff members demonstrate flexibility needed to meet the needs of youth.
IV.5.D.	Staff members share information needed to meet needs of youth.
<b>Standard 6: Staff members and families interact in positive ways and form relationships that benefit youth.</b>	
IV.6.A.	Staff members greet family members as they arrive each day.
IV.6.B.	Staff members share information with families as needed to ensure that the needs of youth are met.
IV.6.C.	Staff members interact with family members in a respectful manner.
IV.6.D.	Staff members follow policies regarding confidentiality of family information.
IV.6.E.	Staff members share observations of youth development with families on a regular basis
IV.6.F.	Staff members are able to use multiple communication tools to convey information to families.
IV.6.G.	Staff members use data to understand family needs and pressures and adapt program plans to address these needs.
<b>Standard 7: Staff members work cooperatively with school or site personnel to benefit youth.</b>	
IV.7.A.	Staff members communicate regularly with the program host.
IV.7.B.	Staff members communicate and collaborate with school personnel to: <ul style="list-style-type: none"> <li>• Identify potential participants;</li> <li>• Develop program activities that complement school curricula;</li> <li>• Obtain needed resources;</li> <li>• Share information and observations about the needs and progress of youth; and</li> <li>• Fulfill the requirements of student IEPs.</li> </ul>
<b>Standard 8: Staff members build partnerships with community members to minimize barriers to youth participation.</b>	
IV.8.A.	Staff members are aware of community partners and organizations that support youth participation.
IV.8.B.	Staff members form relationships with community partners and organizations that serve youth also served by the program.
IV.8.C.	Staff members provide activities and opportunities that help youth learn about and become engaged in the community.

**Foundation Area V**

**Environment:** *The program environment is safe and accessible and promotes youth development across domains.*

**Standard 1: The indoor environment supports youth development.**

V.1.A.	The indoor space provides at least 35 square feet of accessible space for each participant.
V.1.B.	The indoor space is maintained to ensure adequate temperature, ventilation, and lighting.
V.1.C.	The indoor space is arranged to support activities that address a variety of developmental domains, including at least the following designated areas: <ul style="list-style-type: none"> <li>• Blocks and manipulatives;</li> <li>• Books and literacy;</li> <li>• Math, science and technology;</li> <li>• Art; and</li> <li>• Dramatic or creative play (i.e., music, dress up, puppets, dramatic play themes such as post office, restaurant, etc.).</li> </ul>
V.1.D.	An indoor space is available for physical activities when active play outdoors is not possible (i.e. inclement weather).
V.1.E.	The indoor space has soft spaces that are available for youth each day.
V.1.F.	The indoor space is arranged to support multiple simultaneous activities in such a way that activities are not disruptive to one another (i.e., noise from activities does not interfere with quiet activities such as homework).
V.1.G.	The indoor space is arranged to accommodate individual, small group, and large group activities.
V.1.H.	Indoor space is arranged to be accessible for all youth participating in the program including those with special needs.
V.1.I.	Youth are able to reasonably adapt the indoor space to meet their needs and to reflect their interests and activities (i.e. youth can rearrange mobile equipment, hang a picture, etc.).

**Standard 2: Equipment and materials in the indoor and outdoor environments support youth development.**

V.2.A.	Equipment and materials are in good repair, are safe for use, and can be used for their intended purpose.
V.2.B.	The equipment and materials used in the environment comfortably accommodates youth of varying ages, sizes, and abilities.
V.2.C.	Equipment and materials are organized in a manner that promote youth independence (i.e. materials are logically arranged, materials are within reach, etc.)
V.2.D.	There is reasonably sufficient <b>quantity</b> of equipment and materials for all youth in the program.
V.2.E.	There is sufficient <b>variety</b> in equipment and materials to implement planned activities and to engage and challenge all youth in the program.
V.2.F.	Equipment and materials reflect diverse cultures, languages, and communities and are free of bias and stereotypes.
V.2.G.	The environment reflects the work and interests of the youth participating in the program.

**Standard 3: The environment includes spaces that enhance the sense of belonging for youth, staff members, and families.**

V.3.A.	There is secure storage for materials that should not be accessible to youth (i.e. cleaning supplies, medications, etc.).
V.3.B.	There is ample storage for program materials that allow access to materials when needed.
V.3.C.	There is dedicated space for youth to store their belongings.
V.3.D.	There is dedicated space for staff members to securely store their belongings.
V.3.E.	There is dedicated space away from the program participants for staff members to take a break when needed.
V.3.F.	There is dedicated space in the program for communication with families (i.e. bulletin board, mailboxes, etc.).

<b>Standard 4: The outdoor environment supports youth development.</b>	
V.4.A.	The outdoor space provides at least 75 square feet of space for each participant.
V.4.B	The outdoor space supports multiple simultaneous activities including at least the following: <ul style="list-style-type: none"> <li>• strenuous physical play;</li> <li>• group games; and</li> <li>• spaces for individual or quiet play.</li> </ul>
V.4.C.	The outdoor space includes shaded areas.
V.4.D.	The outdoor space supports activities that accommodate the varying sizes and abilities of youth in the program.
V.4.E.	The outdoor space is routinely enhanced with a variety of portable materials such as balls, hoops, jump ropes, etc.
V.4.F.	The outdoor space includes areas in which children can interact with nature.