



Florida Afterschool
Network

Quality Self-Assessment & Improvement Guide



Florida Afterschool Network Quality Self-Assessment & Improvement Guide

Introduction

The Florida Afterschool Network's (FAN) Standards for Quality Afterschool Programs define the principles and practices that lead to the delivery of quality programming for children in elementary school grade levels. The Standards provide a framework for the development of a caring, dynamic, stimulating and safe environment for children and youth. Research-based outcomes for quality programs include children and youth who are connected and engaged, parents who feel their children are safe and secure, and families who have a sense of pride and ownership of the program.

We know that quality afterschool programs:

- improve children and youth performance in school
- reduce the incidence of delinquency and gang-related activities
- allow parents and guardians to work without worry, knowing their children are safe

The FAN Quality Self-Assessment & Improvement Guide provides afterschool programs with a clear, concise and useable tool that will assist providers in enhancing their program. The Guide is intended to be supportive and user friendly, and to help providers improve their program and services in a thoughtful, planned and self-directed manner.

We also know that quality afterschool programs:

- are well planned and implemented
- have clearly defined goals and objectives
- have an array of thoughtfully scheduled activities that tie into the program's mission and philosophy
- employ well-trained and dedicated staff
- consistently analyze, review and evaluate all program goals, objectives and activities

The Guide lays out a roadmap to support and facilitate efforts by providers to self-assess and improve their programs. It is meant to supplement, not replace, current efforts by providers to collect and analyze information regarding outcomes and progress and to make a determination of what is working and what may need to be changed.

FAN recognizes the importance and value of securing input from staff and program directors that directly provide afterschool services. Similar to the process used in developing FAN's Quality Standards, regional workshops were held throughout the state with over 60 practitioners participating. Each proposed quality standard and their supporting elements were discussed and revisions to the draft were made. Before finalization, the Guide was piloted in various afterschool programs throughout Florida to acquire feedback.

The Guide can be used to complement other efforts by afterschool programs to improve the quality of their services. It is a resource to facilitate program improvement processes. Implementation of the Guide is voluntary. We hope the Guide is useful to those afterschool practitioners who support the FAN Quality Standards and want to follow through with implementation.

Using the Quality Self-Assessment and Improvement Guide

Categories of the Guide are consistent with FAN's Standards for Quality Afterschool Programs:

- Administration and Organization
- Program Management and Staff
- Communication and Interaction
- Program Structure and Activities
- Health, Safety and Nutrition
- Program Environment
- Family and Community Involvement

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Each category begins with and reinforces a guiding principle that defines the intent of the category. After the guiding principle, quality standards and supporting elements are identified. Elements are specific indications that a program is meeting a quality standard.

Here is an example of a category, a guiding principle, a standard and an element as they appear in the *Guide*.

CATEGORY 1

Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements

- 1.1** The program has a written mission statement based on its philosophy and goals.
 - 1.1a** The mission statement, philosophy and goals are shared with and made available to staff, children and youth, and families.
 - 1.1b** The mission statement is posted prominently in high-traffic locations throughout the facility.

Notice that one can tell exactly where to find this element simply by reading its alphanumeric code: 1.1a means Category 1, Standard 1, Element a. Using these codes may help simplify the process of assessing a program and using the Guide's Program Improvement Plan (PIP).

Assessors using the Guide should employ the following rating system to gauge the degree to which each element is evident in the program. After consideration, assessors will assign the program a performance level for each element.

Performance Levels

At a minimum, afterschool programs should meet the criterion for Level 3 and aspire to meet Level 4 for each element. Assistance and support should be sought for elements scoring Level 1 or Level 2. The descriptors for each level are as follows:

- LEVEL 1:** Our program has not addressed or is just beginning to work in this area and has an immediate need to address the standard.
- LEVEL 2:** Our program has done some work on this standard.
- LEVEL 3:** Our program frequently demonstrates this standard, but needs consistency.
- LEVEL 4:** Our program is clearly proficient with this standard and can demonstrate proficiency in observable ways.
- DON'T KNOW:** I am not familiar enough with this aspect of the program to rate its performance.

How to Conduct a Program Assessment

Getting Started. In preparation for using the Guide, each afterschool program should take the following actions.

- 1.** Identify a program self-assessment coordinator.
- 2.** Determine if one team will evaluate every standard and element, or if several teams of assessors will be employed.
- 3.** Assemble the assessment team(s); staff, families, children, volunteers and members of the community should be invited.
- 4.** Prepare for an orientation meeting by organizing all required materials.
- 5.** Conduct an orientation meeting to relate assessment procedures and to explain how the results will be tallied. Emphasize and re-emphasize that this is a team effort.

In preparation for using the Guide, each participant should review the Guide ahead of time to become familiar with the categories, guiding principles, quality standards and elements.

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Conducting the Self-Assessment. During observations, assessors should be objective and honest, so that assessments of each quality standard are as free as possible from any bias or preconceived notions. The program should devote sufficient time for observations so assessors can view the full range of activities and experiences offered by the program. It is a best practice to ask assessors to observe the program on more than one occasion for each element before making an assessment. And each assessor should complete the Guide on his or her own.

Finishing Up. After the assessment, these actions should take place.

1. Tally individual responses and calculate an overall rating for each element. (This is usually done by the self-assessment coordinator.)
2. Schedule meetings to discuss the results with the assessment team(s). (This is usually done by either the director or self-assessment coordinator.)
3. Develop a program improvement plan for any elements that were assessed at Levels 1, 2 or 3. (It should be a goal for the program to earn a Level 4 for every element.)

How to Write a Program Improvement Plan

The Guide provides a suggested format for a plan of action that will address elements that don't score either Level 3 or Level 4. It is recommended that all program improvement plans be developed using a team approach.

Using the Guide's PIP, the program should:

1. Indicate what element is being addressed by its alphanumeric code.
2. Record the program's current assessment level for that element.
3. Identify reasons/causes for this assessment level.
4. Document the program's plan of action to achieve at least a Level 3 for this element.
5. Identify a due date and a person responsible for

implementing the plan of action. (The due date will be the day a re-assessment of that element takes place).

6. Document progress and achievements as they occur.

FAN recommends the following timeframes for corrective actions:

Right Now: Address elements that are assessed at Level 1 within three months of the assessment. If the health, safety or well-being of the children is being impacted, corrective measures must be taken immediately.

This Year: Address elements assessed at Level 2 within six months of the assessment.

Next Year: Address elements that are assessed at Level 3 within twelve months of the assessment.

A final note: The PIP is a working document that should be reviewed on a regular basis. Monthly updates on activities undertaken to improve the program's performance should be shared with the self-assessment team. It is recommended that programs self-assess all quality standards and elements at least every six months or more frequently if the program has experienced any major staff or program changes.

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CATEGORY 1

Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements

1. The program has a written mission statement based on its philosophy and goals.

- a) The mission statement, philosophy and goals are shared with and made available to staff, children and youth, and families.
- b) The mission statement is posted prominently in high-traffic locations throughout the facility.

2. The program involves children and youth, families and staff in planning and implementing suitable activities that are consistent with the program's mission statement.

- a) Program administration documents the input of staff, children and youth, and families and uses it plan activities and offerings as appropriate.

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Comments

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Staff

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CATEGORY 1

Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements

3. The program has established written goals that are measurable and aligned with the mission statement and help the program achieve sustainability.

- a) There is documentation that program goals are reviewed annually and updated as appropriate.

4. The program has established written policies and procedures for families, staff and volunteers.

- a) The program has documentation that family policies and procedures have been distributed.
- b) The program has documentation that staff policies and procedures have been distributed.
- c) The program has documentation that volunteer policies and procedures have been distributed.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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CATEGORY 1

Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements

5. The program has established sound fiscal and business practices to ensure continued and sustained program operations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
a) The program has a written financial and business management plan that supports the program's mission, philosophy, goals and sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) There are written operational policies and procedures covering programs and activities (including emergency, confidentiality, personnel, budget and fiscal policies) that are reflective of the mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Fiscal operating procedures are reviewed annually and updated as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Business operating procedures are reviewed annually and updated as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements

6. The program collects written feedback through surveys, parent conferences and/or other forms of communication.

a) All survey results for program improvement are documented.

7. The program has implemented a written evaluation system to determine whether its mission and goals are being achieved.

a) The program is evaluated at least annually by staff, children and youth and volunteers.

b) The mission statement, philosophy and goals are reviewed at least annually in terms of evaluative findings and updated as appropriate.

c) To improve operations and programming, the program reviews data collected from its evaluations at least annually.

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CATEGORY 1

Administration and Organization

Guiding Principle

Provide a solid framework for afterschool programming; state a mission, philosophy and goals.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
d) Results of evaluations are documented and shared with staff, children and youth, families and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) The program implements appropriate findings from its evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. The program has developed relationships with community and business leaders to ensure program enhancement and sustainability.						
a) There is documentation of community support for the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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CATEGORY 2

Program Management and Staff

Guiding Principle

Employ qualified administrative and direct care/instructional staff who are focused on the needs of children and youth, families and fellow staff.

Quality Standards and Elements

1. The program documents the daily arrival and departure of individual children and youth. Children and youth are released only to authorized persons designated by parent(s) or guardian(s) in writing.

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- a) There are written policies and procedures to document attendance.
- b) There are written policies and procedures to ensure that children and youth are released only to authorized persons.
- c) Policies and procedures are in place to ensure warm greetings, smooth transitions, and organized arrivals and departures for all children and youth.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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CATEGORY 2

Program Management and Staff

Guiding Principle

Employ qualified administrative and direct care/instructional staff who are focused on the needs of children and youth, families and fellow staff.

Quality Standards and Elements

2. The program provides direct supervision at all times. The Florida Afterschool Network (FAN) recognizes that staff-to-child/staff-to-youth ratios vary according to ages, abilities and the type and complexity of activities being presented. FAN recommends the program maintains a minimum ratio of one (1) direct service staff member for every twenty (20) children and/or youth.

- a) Written procedures are in place to ensure adequate staff coverage in case of emergencies or absenteeism.
- b) Staff provides different levels of supervision according to ages, abilities, needs and program policy.
- c) Staff knows where children and youth are and what they are doing at all times.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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CATEGORY 2

Program Management and Staff

Guiding Principle

Employ qualified administrative and direct care/instructional staff who are focused on the needs of children and youth, families and fellow staff.

Quality Standards and Elements

3. The program implements a written training plan based upon the Florida Core Competencies for Afterschool Practitioners. The training plan ensures staff participates in a minimum of fifteen (15) hours of relevant training per year.

a) Program administration works with each staff member to create and implement an individual training plan of at least 15 hours per year of documented relevant training.

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4. The program has written job descriptions, personnel policies, program policies, and a parent handbook that further explain staff roles. The program provides annual evaluations for all staff.

a) There is documentation that written evaluations of all staff are conducted annually and signed by staff members.

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b) There are current job descriptions on file for each position.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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CATEGORY 2

Program Management and Staff

Guiding Principle

Employ qualified administrative and direct care/instructional staff who are focused on the needs of children and youth, families and fellow staff.

Quality Standards and Elements

c) All employees have signed their own job description.

5. The program has written documentation that staff and volunteers comply with all state regulated background screening and fingerprinting requirements as well as drug testing regulations and program policies.

a) All results of background screening and drug testing are kept in secure personnel files.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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CATEGORY 2

Program Management and Staff

Guiding Principle

Employ qualified administrative and direct care/instructional staff who are focused on the needs of children and youth, families and fellow staff.

Quality Standards and Elements

6. The program conducts monthly staff meetings with agendas and documented staff attendance.

- a) Copies of meeting agendas, minutes and attendance sheets are kept in management files.
- b) Opportunities are provided to discuss and problem solve issues and concerns relating to individual staff, children and youth, and families.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Category:

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CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

1. The program encourages appropriate verbal, non-verbal and written communication in a professional manner.

a) Staff are evaluated on their verbal communication skills.

b) Staff are evaluated on their non-verbal communication skills.

c) Staff are evaluated on their written communication skills.

d) The program offers training on verbal, non-verbal and written communication skills.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

2. Staff engage with all children and youth in positive and respectful ways through listening, acceptance and appreciation, and they help children and youth develop a sense of belonging.

- a) Staff treat children and youth with respect and interact in ways that reflect high expectations and promote positive self esteem.
- b) Staff make children and youth feel welcome and comfortable, and respond to them with acceptance and appreciation.
- c) Staff guide children and youth to be respectful and cooperative, and to work well together.
- d) Staff use Developmentally Appropriate Practice to share the interests of children and youth in one-on-one and small group conversations.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

3. As role models for children and youth, staff engage other staff in an appropriate and professional manner.

a) Staff communicate with each other professionally.

☐☐☐☐☐

b) Staff work as a team and supports their peers' programs and activities.

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c) Staff exhibit positive, respectful relationships with each other.

☐☐☐☐☐

d) Staff model positive adult relationships.

☐☐☐☐☐

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Staff

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

4. Staff respond appropriately to the individual needs of children and youth, recognizing their special interests, feelings, abilities and cultures. Staff understand, celebrate and reflect diversity.

- a) Staff recognize the ranges of abilities of children and youth, and provides opportunities for them to succeed through Developmentally Appropriate Practice.
- b) The cultures of all children and youth are respected and incorporated into developmentally appropriate activities.
- c) Staff respond in a positive respectful way to the ranges of feelings and emotions of children and youth.
- d) Staff engage with children and youth in activities to help them learn and understand, and to become increasingly responsible.
- e) Staff model, support, and value diversity.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

5. Staff encourage children and youth to take initiative, make choices, be responsible and take on challenging tasks and activities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
a) Staff pose questions that enable children and youth to develop thinking and reasoning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Staff provide children and youth opportunities to participate in self-directed or group-directed activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Staff encourage children and youth to assume leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Staff guide children and youth to make informed choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) Staff encourage children and youth to develop problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

6. Staff communicate and reinforce clear limits and rules. Positive techniques are used to guide the behavior of children and youth by setting appropriate limits and encouraging children to choose positive behaviors.

LEVEL
1

LEVEL
2

LEVEL
3

LEVEL
4

DON'T
KNOW

Comments

a) The program establishes, maintains and communicates a code of conduct for staff, children and youth, and families.

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b) Staff and families work together on positive behavioral supports, disciplinary techniques and logical consequences.

☐☐☐☐☐

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Organization

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

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Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

7. Staff interact with children and youth using various approaches to help them learn to think for themselves, develop problem solving skills and improve language skills through frequent conversation. Staff encourage children and youth to resolve their own conflicts.

- a) Staff interact with children and youth in ways that reflect high expectations.
- b) Staff encourage children and youth to make informed choices and assume responsibility.
- c) Staff offer assistance in ways that support children and youth as they pursue initiatives and develop independent thinking.
- d) Staff encourage youth to cooperate, share and participate in activities appropriately.

LEVEL
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LEVEL
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LEVEL
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LEVEL
4

DON'T
KNOW

Comments

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Organization

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
e) Staff model and use positive techniques to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f) Staff encourage children and youth to resolve their own conflicts, when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Staff provide opportunities for children and youth, families and other staff to interact with each other in positive ways.						
a) Staff provide an environment that makes children and youth and families feel welcome, comfortable and respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Staff use arrival and departure times to communicate information with parents or others responsible for children and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Staff plan activities that encourage positive interactions between children and youth, families and other staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Administration
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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
9. Program administration communicates appropriately with all staff and volunteers.						
a) Staff and volunteers receive appropriate levels of supervision and feedback including, at a minimum, an annual written performance review for staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) On-site administrators participate in activity time with children and youth to model skills for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) New staff and volunteers are given a comprehensive orientation to the program, including review of the agency's mission and philosophy, job descriptions, personnel policies and operating procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) Program administrators communicate with staff and volunteers on all policy and procedure updates as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 3

Communication and Interaction

Guiding Principle

Provide ways to foster and enhance the communication and interactions among children and youth, families and staff.

Quality Standards and Elements

LEVEL
1

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2

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4

DON'T
KNOW

Comments

e) Program administrators make site visits to ensure communication with all staff and volunteers.

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f) Achievements of staff and volunteers are recognized and celebrated throughout the program.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Organization

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements

1. The program offers developmentally appropriate activities that reflect the mission and goals of the program.

- a) Lesson plans demonstrate age and developmentally appropriate activities that reflect the mission and goals of the program.
- b) Staff understand and appreciate that children and youth have differing interests, abilities and talents. A variety of activities are planned so that each child and youth may participate appropriately.

2. The program posts a daily schedule that is flexible and contains transitions that help children and youth move smoothly from one activity to another.

- a) The daily schedule is prominently displayed.

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DON'T
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Comments

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
b) The daily schedule provides for routine while allowing for flexibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Staff provide smooth transitions between activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The program allows children to choose their own activities from a daily schedule that offers both indoor and outdoor activities and a variety of social, recreational and educational opportunities.						
a) Activities are planned which are appropriate for the ages, abilities and cultures of the children and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) The variety of activities is sufficient to address the academic, physical, social and emotional needs of the children and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Activities are planned to introduce children and youth to new experiences and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
d) There are opportunities for quiet activities and socializing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) Children and youth are able to participate in multiple activities, often at their own pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The program offers enrichment opportunities in core academic areas as well as in cultural arts and technology.						
a) Enrichment activities are implemented which promote core academic skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Enrichment activities offered include, but are not limited to, arts and crafts; music and movement; sports and fitness; community service activities; drama and theater; health, safety, and nutrition; science; and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
c) Opportunities are provided to showcase individual achievements and successes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d) The program plans and implements community service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The program offers scheduled time in an appropriate environment for academic support or homework assistance.						
a) Staff communicate with school personnel and parents to create and implement programs and activities that support education efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) The program's academic support component enhances but does not repeat school day instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Children and youth have access to high quality homework help and/or tutoring assistance as well as resource materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

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Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
d) Staff provide opportunities for children and youth to read, write, have discussions and participate in activities that improve learning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e) Clean, well-lit, dedicated space and furnishings appropriate for the children and youth exist for academic support and homework assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The program provides planned daily recreation, sports or fitness activities.						
a) There are daily opportunities for children and youth to participate in indoor/outdoor physical activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) There is a sufficient number and variety of daily recreational, sports and/or fitness activities that meet the interests and abilities of all children and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

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LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

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CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements

7. The program includes a sufficient amount of materials and equipment that are developmentally appropriate, accessible and in good working order.

LEVEL
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LEVEL
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DON'T
KNOW

Comments

a) Equipment and play structures are in good working order and are age and developmentally appropriate for all children and youth.

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b) Children and youth have easy access to materials and equipment for both active and quiet play.

☐☐☐☐☐

c) A comfortable area is available where children and youth may relax and have quiet time.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

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Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements

8. The program makes reasonable accommodations to the program environment and schedule so that children and youth with special needs may participate.

LEVEL
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DON'T
KNOW

Comments

a) The program has or requests information on any accommodations a child or youth may need.

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b) Reasonable accommodations have been made to the environment, program and/or schedule as necessary to enable all children and youth to participate.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 4

Program Structure and Activities

Guiding Principle

Emphasize developmentally appropriate social, recreational and educational opportunities.

Quality Standards and Elements

9. When on field trips, all precautions are taken to ensure the safety of children and youth including additional staff supervision as necessary. The program has written policies and procedures to transport children safely; it complies with all legal requirements for vehicles and drivers.

LEVEL 1 LEVEL 2 LEVEL 3 LEVEL 4 DON'T KNOW Comments

- a) Written field trip policies and procedures are in place to ensure the safety of children and youth.
- b) Vehicles and drivers meet established written agency policies for transporting children.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

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DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

1. The program has written health, safety and nutrition policies available to families.

- a) Health, safety, and nutrition policies are provided at registration and updated information is given when available.
- b) There is secure space for medical supplies.

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2. The program establishes policies and procedures to comply with established laws for the documentation and notification of suspected abuse and neglect and for physical, verbal and sexual harassment.

- a) The program has established written policies and procedures that comply with established laws regarding suspected abuse and neglect.
- b) Staff have received training on their responsibilities if they suspect a child has been abused and/or neglected.

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

3. The program has a written and accessible emergency management plan, which includes up-to-date, relevant contact information for everyone involved with the program.

a) The program has emergency plans posted in plain view.

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b) Emergency drills are conducted and documented on a monthly basis.

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c) Smoke detectors, fire extinguishers and fire alarms are in good working order and inspected as appropriate.

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d) Staff know the locations and proper use of fire extinguishers.

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e) There is a land line telephone or cell phone in good working order in close proximity at all times, including field trips.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

4. The program has staff certified in CPR and First Aid available and accessible to the children and youth at all times.

- a) There is evidence staff are certified in first aid and CPR and universal health precautions are followed.
- b) First aid supplies are readily available.

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5. The program has a written medical policy which includes, at a minimum, a plan to ensure medication is provided in the original container, maintained in appropriately secured storage and dispensed as prescribed by a physician with written parental authorization.

- a) The medical policy is provided to families at registration and updated information is given when appropriate.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
b) The medical policy includes maintaining a daily medical log.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) When special medical needs are identified, staff are trained to respond properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Children and youth are separated at the first sign of illness and supervised by staff who takes proper health precautions. Parents are notified when appropriate.						
a) The medical policy addresses the supervised separation of ill children and youth from well children and youth at the first sign of illness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Incident reports and parent notifications are documented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

7. The program implements daily safety inspections and has procedures in place for dealing with hazardous conditions and equipment. Hazards are remedied in a timely manner.

- a) There is daily documentation that all program areas are clean and well maintained.
- b) Program staff are trained to recognize potential safety hazards and respond accordingly.
- c) Protective equipment is used when appropriate and as described by its manufacturer.

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8. Staff model, teach and promote proper health, nutrition, safety and hygiene practices. Frequent hand washing is encouraged, especially after using the bathroom and immediately prior to snacks and meals.

- a) The program provides staff training on health topics.

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 5

Health, Safety, and Nutrition

Guiding Principle

Provide developmentally appropriate environments that protect and enhance the safety, health and nutrition of children and youth.

Quality Standards and Elements

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
b) The program requires all staff members to model healthy behaviors/attitudes while following universal health precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Bathrooms are clean, supplies are accessible, and proper hand washing procedures are posted and practiced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. The program encourages healthy food options by promoting nutritional snacks, drinks and meals. Drinking water is readily available at all times.						
a) The program promotes and serves nutritious snacks, drinks, and meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) The amount and type of food offered is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Drinking water is readily available at all times, including outdoors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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CATEGORY 6

Program Environment

Guiding Principle

Provide safe developmentally appropriate indoor and outdoor environments.

Quality Standards and Elements

1. The program environment provides dedicated usable safe space for all activities during hours of operation.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW
a) There is space available for all program activities including indoor and outdoor, active and quiet, and individual and group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The indoor and outdoor spaces are arranged appropriately to accommodate all children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Written guidelines are in place regarding the use and maintenance of materials, equipment, and the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Temperature and lighting are appropriate for all activity areas used for the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The furnishings, materials and equipment are well maintained and suitable for each age group. Children and youth are trained in proper care and use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) All program space is clean and free of safety hazards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Category:

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CATEGORY 6

Program Environment

Guiding Principle

Provide safe developmentally appropriate indoor and outdoor environments.

Quality Standards and Elements

2. The space is arranged to be conducive for simultaneous social, recreational and educational activities.

- a) The indoor and outdoor space is large enough for staff to plan various program activities. Staff and children and youth are able to move about freely while participating in various activities.
- b) The space is arranged for the activities and can be modified to meet the needs of all children and youth.

3. There is adequate and convenient storage space for equipment, materials and the personal possessions of children, youth and staff.

- a) Adequate and convenient space is available for program supplies and the personal belongings of staff.
- b) Adequate and convenient space is available for the personal belongings of children and youth.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Category:

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 7

Family and Community Involvement

Guiding Principle

Provide opportunities for family involvement and public/private partnerships.

Quality Standards and Elements	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
1. The program develops, implements and maintains a current plan for family and community involvement. The plan includes regularly scheduled activities for participation.						
a) The program creates opportunities for family involvement, such as open houses, special events and parent nights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) The program provides a family handbook that includes information about the program's policies and expectations for family involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Orientation sessions are offered to all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Families are welcomed within established policy guidelines.						
a) Families are encouraged to provide input into activities and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Families have regular opportunities to visit the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 7

Family and Community Involvement

Guiding Principle

Provide opportunities for family involvement and public/private partnerships.

Quality Standards and Elements

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DON'T KNOW	Comments
c) Families have opportunities to volunteer in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The program supports families by linking them with individuals, organizations and agencies for community resources.						
a) The program makes available information about community resources to help meet the needs of children and youth and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b) Civic organizations and neighborhood groups are encouraged to volunteer as appropriate to support the program's mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c) Community agencies are involved in program activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

CATEGORY 7

Family and Community Involvement

Guiding Principle

Provide opportunities for family involvement and public/private partnerships.

Quality Standards and Elements

4. The program provides a variety of communication offerings including newsletters, notes, electronic media and/or bulletin boards.

- a) Families are kept informed about the program and upcoming events through notices and newsletters.
- b) Multiple methods are used to regularly communicate with families.

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SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

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Florida Afterschool Network Quality Self-Assessment & Improvement Guide

GLOSSARY TERMS

Afterschool Programs

Safe learning environments for children and youth during their out-of-school time. Includes before and after school, full day summer and holiday programs.

Children and Youth

The Florida Standards for Quality Afterschool Programs were developed for programs that serve children and youth of elementary school grade levels.

Communication

Imparting or interchanging thoughts, opinions or information by speech, writing or signs.

Community

Commonly refers to the county, city, town or neighborhood in which a program is located. A quality afterschool program links with individuals, organizations and agencies in its community.

Competencies

The knowledge, skills and abilities an individual or organization possesses. Quality afterschool programs provide staff training that integrates theory with best practices, and knowledge is gained to support the performance of specific skills.

Core Academic Areas

Includes language arts, reading, math, science and social studies.

Curriculum

A program's social, recreational and educational activities. In a quality afterschool program, the curriculum is designed to support learning, development and growth. Curriculum may include arts and crafts, music, recreation, tutoring and homework assistance. Program curriculum is determined by the overall philosophy, mission and the needs of enrolled children.

Data

Facts, statistics or items of information.

Developmentally Appropriate Practice (DAP)

Commonly refers to how a program responds to the individual differences of children and youth. In a quality afterschool program, everything it does is age appropriate, individually appropriate and culturally appropriate for all enrolled children.

Direct Service Staff

Staff who provide ongoing and direct supervision, instruction and care to children and youth.

Documentation

Confirmation that some fact or statement is true through the use of documentary evidence.

Emergency Plan

Steps to be followed during and immediately after an emergency, such as a fire, tornado, bomb threat, etc. This includes systematic procedures that clearly detail what needs to be done, how, when and by whom before and after the time an anticipated disastrous event occurs.

Family

Family is defined differently for individual children and youth. Staff and administration need to be aware of the diversity of family dynamics represented in their program. Family may include children and adults living in the child's home, adults who are responsible for the care and well-being of the child, parents who may not live in the same household as the child and the child's legal guardian.

Family Handbook

Written documentation given to a family by an afterschool program that details its guidelines, expectations and policies.

Health, Safety, and Nutrition Training

Staff training that emphasizes nutrition, health, and safety as key factors for optimal growth and development of young children, including nutrient knowledge; menu planning; food program participation; health practices, management and safety; appropriate activities for children; and communication with families.

Level II Screening

Security background investigations of staff including, but not limited to, fingerprinting for statewide criminal and juvenile records checks through the Florida Department of Law Enforcement (FDLE), federal criminal records checks through the Federal Bureau of Investigation (FBI), and may include local records checks through local law enforcement agencies. Section 435.04, Florida Statutes, outlines in detail the full Level II screening requirements.

Florida Afterschool Network Quality Self-Assessment & Improvement Guide

GLOSSARY TERMS

Out-of-School Time (OST)

Any time that a child is not in school, including before and after school, weekends and holiday/summer recesses.

Program Environment

The space where the program activities take place, both indoors and outdoors. How well a program utilizes its environment impacts the quality of the activities and care provided.

Post

To display in a place of public view.

Philosophy

Commonly refers to the program's stated principles and beliefs. The program bases its policies and practices on its philosophy.

Quality Standards

A set of indicators used to measure excellence.

Relevant Training

Training designed for specific classes of positions dedicated to improving job performance skills.

Safety Hazard

Any situation or state of events which poses a threat to the surrounding environment.

Special Needs

The individual differences of children and youth, be they physical, behavioral, medical, emotional or cognitive. Also, medical, emotional, mental, or behavioral conditions that will require on-going assistance and support.

Supervision

Management by overseeing the performance or operation of a person or group.

Technology

Organizations, equipment and systems that allow us to control and adapt to our environment. Quality afterschool programs embrace technology and use it to improve the lives of children.

Universal Health Precautions

An approach to infection control using the concept that all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other blood-borne pathogens.

Volunteer

An individual who assists the program without pay. In a quality program, volunteers are under direct and constant supervision by program personnel.

Florida Afterschool Network Quality Self-Assessment & Improvement Guide

Program Improvement Guide

Site:

Program Specialist:

Date:

Room:

Element	Current Level	Reasons/Causes	Plan of Action	Due Date/ Person Responsible	Progress/ Achievements
1.5b	2	Policies and procedures are in place but not being followed consistently due to new, untrained staff.	<ol style="list-style-type: none">1. Provide one-on-one training on policies and procedures for all new staff.2. Routinely check to make sure policies and procedures are being followed.3. Re-assess May 1, 20XX	<ol style="list-style-type: none">1. Next Week/Director2. Weekly/Director	<ol style="list-style-type: none">1. Training completed in April, 20XX.2. Director performing random checks throughout each week as part of new job duty.3. Assessed at Level 3 on May 1.
1.5b	3	Formal orientation training is not provided.	<ol style="list-style-type: none">1. Ensure all new staff receive orientation training that covers the program's policies and procedures.	<ol style="list-style-type: none">1. Administrative Team/ Within 30 Days	<ol style="list-style-type: none">1. Orientation training on policies and procedures completed May 29, 20XX.

SCORING GUIDE (LEVEL 1 or LEVEL 2 on any element should develop a program improvement plan that will help it meet LEVEL 3 or LEVEL 4 standards)

LEVEL 1: Our program has not addressed or is just beginning to work in this area and has an immediate need to address the element.

LEVEL 2: Our program has done some work on this element.

LEVEL 3: Our program frequently demonstrates this element, but needs consistency.

LEVEL 4: Our program is clearly proficient with this element and can demonstrate proficiency in observable ways.

DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance.

Program Improvement Guide

Site:

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