



Florida After School Quality Self-Assessment & Improvement Guide

Introduction

Florida After School, Inc. (formerly the Florida Afterschool Network or FAN) published Standards for Quality Afterschool Programs, defining the principles and practices that lead to the delivery of quality programming for children in school-age programs. 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 Florida After School 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.

Florida After School 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 the 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 Quality Standards and want to follow through with implementation.

Using the Quality Self-Assessment and Improvement Guide

Categories of the Guide are consistent with the Quality Standards:

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

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.

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 or 5 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 this area or I am not familiar enough with this aspect of the program to rate its performance.

LEVEL 2: Our program is just beginning to work in this area.

LEVEL 3: Our program has done some work on this standard.

LEVEL 4: Our program frequently demonstrates this standard, but needs consistency.

LEVEL 5: Our program is clearly proficient with this standard and can demonstrate proficiency in observable ways.

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 reemphasize 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.

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 or 5 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.

Florida After School 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.

Quality Standard 1: Administration and Organization		Score				
		1	2	3	4	5
1. The program has a written mission statement based on its philosophy and goals as evidenced by the following:						
	a) The mission statement, philosophy and goals reflect family-centered services, enrichment and individual youth success.					
	b) The mission statement, philosophy and goals are shared with and made available to staff, children and youth, and families.					
	c) 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 as evidenced by the following:						
	a) Program administration documents the input of staff, children and youth, and families and uses it plan activities and offerings as appropriate.					
3. The program has established written goals that are measurable and aligned with the mission statement and help the program achieve sustainability as evidenced by the following:						
	a) There is documentation that program goals are reviewed and evaluated annually and updated as appropriate.					
4. The program has a written code of conduct, with policies and procedures for children, families, staff and volunteers as evidenced by the following:						
	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.					

5. The program has established sound fiscal and business practices to ensure continued and sustained program operations as evidenced by the following:						
	a) The program has a written financial and business management plan that supports the program’s mission, philosophy, goals and sustainability.					
	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.					
	c) Fiscal operating procedures are reviewed annually and updated as appropriate.					
	d) Business operating procedures are reviewed annually and updated as appropriate.					
6. The program collects written feedback through surveys, parent conferences and/or other forms of communication as evidenced by the following:						
	a) The program has a regular schedule and tool they use for collecting written feedback.					
	b) 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 as evidenced by the following:						
	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.					
	d) Results of evaluations are documented and shared with staff, children and youth, families and the community.					
	e) The program implements appropriate findings from its evaluations.					
8. The program has developed relationships with community and business leaders to ensure program enhancement and sustainability as evidenced by the following:						
	a) There is documentation of community support for the program.					
	a) The program has a policy or standard procedure for acknowledging community support.					

Quality Standard 2: Program Management and Staff		Score				
		1	2	3	4	5
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 as evidenced by the following:						
	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.					
2. The program provides direct supervision at all times. Florida After School recognizes that staff-to-child/staff to-youth ratios vary according to ages, abilities and the type and complexity of activities being presented and recommends the program maintains a minimum ratio of one (1) direct service staff member for every twenty (20) children and/or youth as evidenced by the following:						
	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.					
3. The program implements a written professional development plan based upon the Florida Standards and Key Competencies for Afterschool Educators, or local competencies, if in place. The professional development plan ensures staff meet all local/state regulated training requirements. Florida After School recommends staff participate in a minimum of fifteen (15) hours of relevant training per year as evidenced by the following:						
	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.					
4. In addition to written job descriptions and personnel policies, the program has policies and a parent handbook that further explain staff roles. The program provides annual written evaluations for all staff as evidenced by the following:						
	a) There is documentation that written evaluations of all staff are conducted annually and signed by staff members.					
	b) There are current job descriptions on file for each position.					
	c) All employees have signed their own job description.					

5. The program has written documentation that staff and volunteers comply with all local and state regulated background screening and finger printing requirements as well as drug testing regulations and program policies as evidenced by the following:						
	a) All results of background screening and drug testing are kept in secure personnel files.					
6. The program conducts monthly staff meetings with agendas and documented staff attendance as evidenced by the following:						
	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.					
7. The program is ADA compliant and no child is excluded from the program, regardless of the level or severity of disability, provided they can be safely accommodated as evidenced by the following:						
	a) The program policies include reference to ADA compliance.					
	b) Staff provides different levels of supervision according to ages, abilities, needs and program policy.					

Quality Standard 3: Communication and Interaction		Score				
		1	2	3	4	5
1. The program encourages appropriate verbal, non-verbal and written communication in a professional manner as evidenced by the following:						
	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.					
2. Afterschool educators engage with all children in positive and respectful ways through listening, acceptance and appreciation, and help children develop a sense of belonging as evidenced by the following:						
	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.					
3. As role models for children and youth, staff engage other staff in an appropriate and professional manner as evidenced by the following:						
	a) Staff communicate with each other professionally.					
	b) Staff work as a team and supports their peers' programs and activities.					
	c) Staff exhibit positive, respectful relationships with each other.					
	d) Staff model positive adult relationships.					
4. Afterschool educators respond appropriately to the individual needs of children, recognizing their special interests, feelings, abilities and cultures. Staff understand, celebrate and reflect diversity and foster inclusion as evidenced by the following:						
	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.					

5. Afterschool educators encourage children to take initiative, make choices, be responsible and take on challenging tasks and activities as evidenced by the following:						
	a) Staff pose questions that enable children and youth to develop thinking and reasoning skills.					
	b) Staff provide children and youth opportunities to participate in self-directed or group-directed activities.					
	c) Staff encourage children and youth to assume leadership roles.					
	d) Staff guide children and youth to make informed choices.					
	e) Staff encourage children and youth to develop problem solving skills.					
6. Afterschool educators communicate and reinforce clear limits and rules, and apply an approach to behavioral management that includes positive reinforcement and intentional social-emotional skill-building. Positive techniques are used to guide the behavior of children by setting appropriate limits and encouraging children to choose positive behaviors as evidenced by the following:						
	a) The program establishes, maintains and communicates a code of conduct for staff, children and youth, and families.					
	b) Staff and families work together on positive behavioral supports, disciplinary techniques and logical consequences.					
7. Afterschool educators interact with children using various approaches to help them learn to think for themselves, develop problem solving skills and improve language skills through frequent conversation. Staff encourages children to resolve their own conflicts as evidenced by the following:						
	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.					
	e) Staff model and use positive techniques to resolve conflicts.					
	f) Staff encourage children and youth to resolve their own conflicts, when appropriate.					
8. Afterschool educators provide opportunities for children and youth, families and other staff to interact with each other in positive ways as evidenced by the following:						
	a) Staff provide an environment that makes children and youth and families feel welcome, comfortable and respected.					
	b) Staff use arrival and departure times to communicate information with parents or others responsible for children and youth.					
	c) Staff plan activities that encourage positive interactions between children and youth, families and other staff.					

9. Program services are delivered in a culturally competent way as evidenced by the following:						
	a) Program collects information from families regarding preferred language and identity.					
	b) Bilingual staff members are available for families whose first language is not English.					
	c) Program forms are available in multiple languages.					
	d) Planned activities reflect the language and culture of the families being served.					
10. Program administrators communicate respectfully with all children, staff and volunteers as evidenced by the following:						
	a) Staff and volunteers receive appropriate levels of supervision and feedback including, at a minimum, an annual written performance review for staff members.					
	b) On-site administrators participate in activity time with children and youth to model skills for staff.					
	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					
	d) Program administrators communicate with staff and volunteers on all policy and procedure updates as appropriate.					
	e) Program administrators make site visits to ensure communication with all staff and volunteers.					
	f) Achievements of staff and volunteers are recognized and celebrated throughout the program.					

Quality Standard 4: Program Structure and Activities		Score				
		1	2	3	4	5
1. The program offers developmentally appropriate activities that reflect the mission and goals of the program as evidenced by the following:						
	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 as evidenced by the following:						
	a) The daily schedule is prominently displayed.					
	b) The daily schedule provides for routine while allowing for flexibility.					
	c) Staff provide smooth transitions between activities.					
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 as evidenced by the following:						
	a) Activities are planned which are appropriate for the ages, abilities and cultures of the children and youth.					
	b) The variety of activities is sufficient to address the academic, physical, social and emotional needs of the children and youth.					
	c) Activities are planned to introduce children and youth to new experiences and skills.					
	d) There are opportunities for quiet activities and socializing					
	e) Children and youth are able to participate in multiple activities, often at their own pace.					
4. The program offers supports in core academic areas and life skills as well as in broad enrichment opportunities as evidenced by the following:						
	a) Enrichment activities are implemented which promote core academic skills.					
	b) Enrichment activities offered include, but are not limited to, art and crafts; music and movement; sports and fitness; community service activities; drama and theater; health, safety, and nutrition; science; and technology					
	c) Opportunities are provided to showcase individual achievements and successes.					
	d) The program plans and implements community service activities.					

5. The program offers scheduled time in an appropriate environment for academic support and/or homework assistance as evidenced by the following:						
	a) Staff communicate with school personnel and parents to create and implement programs and activities that support education efforts.					
	b) The program's academic support component enhances but does not repeat school day instruction.					
	c) Children and youth have access to high quality homework help and/or tutoring assistance as well as resource materials.					
	d) Staff provide opportunities for children and youth to read, write, have discussions and participate in activities that improve learning skills.					
	e) Clean, well-lit, dedicated space and furnishings appropriate for the children and youth exist for academic support and homework assistance.					
6. The program provides planned daily recreation, sports or fitness activities as evidenced by the following:						
	a) There are daily opportunities for children and youth to participate in indoor/outdoor physical activities.					
	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.					
7. The program includes a sufficient amount of materials and equipment that are developmentally appropriate, accessible and in good working order as evidenced by the following:						
	a) Equipment and play structures are in good working order and are age and developmentally appropriate for all children and youth.					
	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.					
8. The program has procedures for collecting observation and assessment data to inform improvement of instructional practices. Afterschool educators are responsive to information collected and trained to adapt and modify curriculum and the learning environment in order to reach all children as evidenced by the following:						
	a) The program has or requests information on any accommodations a child or youth may need.					
	b) Reasonable accommodations have been made to the environment, program and/or schedule as necessary to enable all children and youth to participate.					
9. Additional supports and assistive technology are provided, as needed as evidenced by the following:						
	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.					

10. When on field trips, all precautions are taken to ensure the safety of children as evidenced by the following:						
	a) The program has written policies and procedures to transport children safely and complies with all local and state requirements for vehicles and drivers.					
	b) The program has provision to include additional staff supervision for field trips as necessary.					

Quality Standard 5: Health Safety and Nutrition		Score				
		1	2	3	4	5
1. The program has written health, safety and nutrition policies available to families as evidenced by the following:						
	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.					
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 as evidenced by the following:						
	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.					
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 as evidenced by the following:						
	a) The program has emergency plans posted in plain view.					
	b) Emergency drills are conducted and documented on a monthly basis.					
	c) Smoke detectors, fire extinguishers and fire alarms are in good working order and inspected as appropriate.					
	d) Staff know the locations and proper use of fire extinguishers.					
	e) There is a land line telephone or cell phone in good working order in close proximity at all times, including field trips.					
4. The program has staff certified in CPR and First Aid available and accessible to the children at all times as evidenced by the following:						
	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.					

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 parent(s)/guardian written authorization as evidenced by the following:						
	a) The medical policy is provided to families at registration and updated information is given when appropriate.					
	b) The medical policy includes maintaining a daily medical log.					
	c) When special medical needs are identified, staff are trained to respond properly.					
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 as evidenced by the following:						
	a) The medical policy addresses the supervised separation of ill children and youth from well children and youth at the first sign of illness.					
	b) Incident reports and parent notifications are documented.					
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 as evidenced by the following:						
	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.					
8. Afterschool educators model, teach, and promote proper health, nutrition, safety and hygiene practices. Frequent handwashing is encouraged, especially after using the bathroom and immediately prior to snacks and meals as evidenced by the following:						
	a) The program provides staff training on health topics.					
	b) The program requires all staff members to model healthy behaviors/attitudes while following universal health precautions.					
	c) Bathrooms are clean, supplies are accessible, and proper handwashing procedures are posted and practiced.					
9. The program encourages implementation of the 'Afterschool Healthy Eating and Physical Activity Standards' (HEPA). Drinking water is readily available at all times as evidenced by the following:						
	a) The program promotes and serves nutritious snacks, drinks, and meals.					
	b) The amount and type of food offered is appropriate.					
	c) Drinking water is readily available at all times, including outdoors.					

Quality Standard 6: Program Environment		Score				
		1	2	3	4	5
1. The program environment provides dedicated usable safe space for all activities during hours of operation as evidenced by the following:						
	a) There is space available for all program activities including indoor and outdoor, active and quiet, and individual and group					
	b) The indoor and outdoor spaces are arranged appropriately to accommodate all children.					
	c) Written guidelines are in place regarding the use and maintenance of materials, equipment, and the facility.					
	d) Temperature and lighting are appropriate for all activity areas used for the program.					
	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.					
	f) All program space is clean and free of safety hazards.					
2. The space is arranged to be conducive for simultaneous social, recreational and educational activities, while actively supporting participants with diverse abilities as evidenced by the following:						
	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 program equipment, materials, and the personal possessions of children and staff as evidenced by the following:						
	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.					

Quality Standard 7: Family and Community Involvement		Score				
		1	2	3	4	5
1. The program develops, implements and maintains a current plan for family and community engagement. The plans includes regularly scheduled activities for participation as evidenced by the following:						
	a) The program creates opportunities for family involvement, such as open houses, special events and parent nights.					
	b) The program provides a family handbook that includes information about the program's policies and expectations for family involvement.					
	c) Orientation sessions are offered to all families.					
2. Families are welcomed within established policy guidelines, and are informed of their child's progress, both academically and socially as evidenced by the following:						
	a) Families are encouraged to provide input into activities and events.					
	b) Families have regular opportunities to visit the program.					
	c) Families have opportunities to volunteer in the program.					
3. The program supports families by linking them with individuals, organizations and agencies for community resources as evidenced by the following:						
	a) The program makes available information about community resources to help meet the needs of children and youth and their families.					
	b) Civic organizations and neighborhood groups are encouraged to volunteer as appropriate to support the program's mission and goals.					
	c) Community agencies are involved in program activities.					
4. The program provides a variety of communication offerings including newsletters, notes, electronic media and/or bulletin boards as evidenced by the following:						
	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.					