



Quality Self-Assessment and Improvement Guide

Florida Afterschool Network

Quality Self-Assessment and Improvement Guide

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 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

In addition, 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.

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

Each category begins with and reinforces a guiding principle that defines the intent of the category. After the guiding principle, program elements and quality standards are identified.

Staff members using the Guide will employ the following rating system to assess the degree to which each quality standard is evident in their program.

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Performance Level: At a minimum, afterschool programs should aspire to meet level 3 or 4 for each standard. Assistance and support should be sought for standards scoring a level 1 or 2.

- **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. (Likely to be seen less than 7 out of 10 times.)
- **LEVEL 2:** Our program has done some work on this standard. (Likely to be seen 7 out of 10 times.)
- **LEVEL 3:** Our program frequently demonstrates this standard, but needs consistency. (Likely to be seen 8 out of 10 times.)
- **LEVEL 4:** Our program is clearly proficient with this standard and can demonstrate proficiency in observable ways. (Likely to be seen 9 out of 10 times.)
- **DON'T KNOW:** I am not familiar enough with this aspect of the program to rate performance.

FAN Quality Self Assessment and Improvement Guide Development Process

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 workgroups were held throughout the state with over 60 practitioners participating. Each proposed quality standard was 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 FAN Quality Self Assessment and Improvement Guide

Getting Started: In preparation for using the Guide, each afterschool program should:

- Identify a program self-assessment coordinator
- Emphasize and re-emphasize that this is a team effort
- Prepare and organize all required materials
- Conduct an orientation/instructional meeting to inform the staff on how to prepare for and complete the Guide, and how the results will be tallied

In preparation for using the Guide, each participating staff member should:

- Review the *FAN Standards for Quality Afterschool Programs*
- Review the Guide ahead of time to become familiar with the categories, guiding principles, program elements, and quality standards
- Be objective that assessments of each quality standard are as free as possible from any bias or preconceived notions
- Devote sufficient time during observations to view the full range of activities and experiences offered by their program

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Completing the Guide:

- Staff members should complete the Guide on their own
- The program self assessment coordinator should tally individual responses and calculate a rating for each quality standard
- The program assessment coordinator should schedule meetings to discuss the results together as a group

Program Improvement Plan: At a minimum, afterschool programs should aspire to meet level 3 or 4 for each standard. Assistance and support should be sought for standards scoring a level 1 or 2.

The Guide provides a suggested plan of action format for standards that don't score either level 3 or level 4. It is recommended that Program Improvement Plans (PIP) be developed using a team approach. In addition, FAN recommends the following timeframes for corrective actions:

- **Right Now:** Achieving a rating of Level 1
This standard needs to be addressed immediately within 3 months

- **This Year:** Achieving a rating of Level 2
This standard needs to be addressed within the current school/fiscal year
- **Next Year:** Achieving a rating of Level 3
This standard will be addressed within three months and at the conclusion of the school/fiscal year

The PIP is a working document that should be reviewed on a continual basis. Monthly updates on activities undertaken to improve each standard should be shared among the self-assessment team. It is recommended that programs self-assess at least every six months or more frequently if your program has experienced any major staff or program changes.

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Program Area: Administration and Organization

Guiding Principle: Provide a solid framework for afterschool programming; sets forth mission, purpose philosophy, and goals.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. The program has a written mission statement that sets forth 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 in high traffic visible locations throughout the facility.						
2. The program involves children and youth, families, and staff to plan and implement suitable activities, which are consistent with the program's philosophy.						
a) Program administration documents staff, children and youth, and families input that helps plan activities and offerings.						
3. The program has established written goals that are measurable, aligned with the mission statement, and directed to achieve sustainability.						
a) There is documentation that program goals are reviewed annually and updated as appropriate.						
4. The program has established family, staff, and volunteer policies and procedures.						
a) The program has documentation that family and volunteer policies and procedures have been distributed.						
b) The program has documentation that staff policies and procedures have been distributed.						

SCORING GUIDE *(LEVEL 1 and LEVEL 2 use the Program Improvement Plan to address any standards scoring)

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Administration and Organization *(cont'd)*

Guiding Principle: Provide a solid framework for afterschool programming; sets forth mission, purpose philosophy, and goals.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
5. The program has established sound fiscal and business practices to ensure continued and sustained operations.						
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) There are signed, current job descriptions on file for each individual position.						
d) Fiscal and business operating procedures are reviewed annually and updated as appropriate.						
6. The program collects written feedback through surveys, parent conferences, or other forms of communications.						
a) Surveys' results for program improvement are documented.						
7. The program has implemented a written evaluation system to determine whether mission and goals are being achieved.						
a) The mission statement, philosophy, and goals are reviewed annually and updated as appropriate.						
b) The program reviews collected data, at least annually, to support on-going planning and evaluation designed to improve operations and programming.						

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Program Area: Administration and Organization *(cont'd)*

Guiding Principle: Provide a solid framework for afterschool programming; sets forth mission, purpose philosophy, and goals.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
c) Results of the evaluations are documented and shared with staff, children and youth, families, and the community.						
d) The program implements appropriate findings from the evaluations.						
8. The program has developed relationships with community and business leaders that ensure program enhancement and sustainability.						
a) There is documentation of community support for the program						

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Program Area: 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.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. The program has a system of documenting children and youth's daily arrival and departure. Policies shall include written departure authorization from parent(s) or guardian(s) and release of children and youth only to authorized persons.						
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. Children and youth are supervised at all times. The Florida Afterschool Network (FAN) recognizes that staff to child and youth ratios vary according to ages, abilities, and type and complexity of activities. FAN recommends the program have an overall direct service staff to child ratio that does not exceed one (1) adult for every twenty (20) children and youth at any time.						
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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Program Area: Program Management and Staff *(cont'd)*

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

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
3. FAN recognizes the importance of well-trained, knowledgeable staff when working with children and youth. FAN recommends the program establish and implement an overall training plan based upon competencies and position classifications. The training plan shall ensure staff participates in a minimum of fifteen (15) hours of relevant training per year.						
a) There is documentation of written evaluations of all staff that are reviewed annually and signed by staff members.						
b) 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. The program has written documentation that all staff have received and been cleared through Level II screening as defined in s.435.04, Florida Statutes, and drug testing. The program has written documentation that all volunteers have received and been cleared through Level I screening as defined in s.435.04, Florida Statutes.						
a) All results of background screening and drug testing are kept in secure personnel files.						
5. The program conducts monthly staff meetings with agendas and documents 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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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Communication and Interaction

Guiding Principle: Provide ways to meet the needs of children and youth, families, and staff.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. Staff engage with all children and youth in positive and respectful ways through listening, acceptance, and appreciation. Children and youth have opportunities to 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, cooperative, and work well together.						
d) Staff share age and developmentally appropriate interests of children and youth in one-on-one and small group conversations.						
2. 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.						
c) Staff exhibit positive, respectful relationships with each other.						
d) Staff model positive adult relationships.						

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Program Area: Communication and Interaction *(cont'd)*

Guiding Principle: Provide ways to meet the needs of children and youth, families, and staff.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
3. 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.						
b) Children and youth cultures are respected and incorporated into activities.						
c) Staff respond in a positive respectful way to the ranges of children and youth feelings and emotions.						
d) Staff engage with children and youth in activities to help them learn, understand, and become increasingly responsible.						
e) Staff model, support, and value diversity.						
4. Staff encourage children and youth to take the initiative, to make positive choices, to be responsible, and to take on challenging tasks and activities.						
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.						

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Program Area: Communication and Interaction *(cont'd)*

Guiding Principle: Provide ways to meet the needs of children and youth, families, and staff.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
e) Staff encourage children and youth to develop problem solving skills.						
5. 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 and youth to resolve their own conflicts.						
a) The program establishes, maintains, and communicates a code of conduct for staff, children and youth, and families.						
b) Staff model and use positive techniques to resolve conflicts.						
c) Staff encourage children and youth to resolve their own conflicts, when appropriate.						
d) Staff and families work together on positive behavioral supports, disciplinary techniques, and logical consequences.						
6. 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, appropriate conversation.						
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 initiatives and independent thinking.						

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Program Area: Communication and Interaction *(cont'd)*

Guiding Principle: Provide ways to meet the needs of children and youth, families, and staff.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
d) Staff encourage youth to cooperate, share, and participate in activities appropriately.						
7. Staff provide opportunities for children and youth, and families 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.						
b) Staff use arrival and departure times to communicate information with parents or others responsible for children and youth.						
8. Program administrators communicate appropriately with all supervisory and direct service staff.						
a) Staff receive appropriate levels of supervision and feedback including, at a minimum, an annual written performance review.						
b) On-site administrators participate in activity time with children and youth to model skills for staff.						
c) New staff 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 on all policy and procedure updates.						
e) Program administrators make site visits to ensure communication with all staff.						
f) Achievements of staff are recognized and celebrated throughout the program.						

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Program Area: Program Structure and Activities

Guiding Principle: Emphasize developmentally appropriate social, recreational, and educational opportunities.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. The program offers age and 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, enabling children and youth to transition smoothly from one activity to another.						
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 provides a variety of indoor and outdoor activities for children and youth to choose from, which provide social, recreational, and educational opportunities.						
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.						

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Program Area: Program Structure and Activities *(cont'd)*

Guiding Principle: Emphasize developmentally appropriate social, recreational, and educational opportunities.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
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 enrichment opportunities in core academic areas, as well as in cultural arts and technology.						
a) Enrichment activities are implemented which promote core academic skills.						
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.						
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 or homework assistance.						
a) Staff communicate with school personnel and parents to create and implement programs and activities that support education efforts.						

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Program Area: Program Structure and Activities *(cont'd)*

Guiding Principle: Emphasize developmentally appropriate social, recreational, and educational opportunities.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
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 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 exist for academic support and homework assistance.						
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.						
b) There is a sufficient number and variety of daily recreational, sports, 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 age and developmentally appropriate, accessible, and in good working order.						
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.						

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Program Area: Program Structure and Activities *(cont'd)*

Guiding Principle: Emphasize developmentally appropriate social, recreational, and educational opportunities.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
8. The program makes reasonable accommodations to the program environment and schedule so that children and youth with special needs may participate.						
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, or schedule to enable children and youth to participate.						
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.						
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.						

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Program Area: Health, Safety and Nutrition

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

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. The program has written health, safety, and nutrition policies available to families.						
a) Health, safety, and nutritional policies are provided at registration and updated information is given when available.						
b) There is secure space for medical supplies.						
2. The program has a written and accessible emergency management plan, which includes up-to-date contact information.						
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.						
3. The program has staff certified in First Aid and CPR 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.						

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Florida Afterschool Network

Quality Self-Assessment and Improvement Guide

Program Area: Health, Safety and Nutrition *(cont'd)*

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

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
b) First aid supplies are readily available.						
4. The program shall have a written medical policy, which includes at a minimum, a plan to ensure medication is provided in the original container, maintained in appropriate storage, and dispensed as prescribed by a physician with parent(s) written authorization.						
a) The medical policy is provided to families at registration and updated information is given when appropriate.						
b) The medical policy shall include a daily medical log.						
c) When special medical needs are identified, staff are trained to respond properly.						
5. Children and youth are separated at the first sign of illness and supervised by staff that 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.						
b) Incident reports and parent notifications are documented.						
6. The program implements daily safety inspections and has procedures in place for dealing with hazardous conditions and equipment. Hazards are remedied in an appropriate time frame.						
a) There is daily documentation that all program areas are clean and well maintained.						

SCORING GUIDE *(LEVEL 1 and LEVEL 2 use the Program Improvement Plan to address any standards scoring)

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Health, Safety and Nutrition *(cont'd)*

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

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
b) Program staff are trained to recognize potential safety hazards and respond accordingly.						
c) Protective equipment is used, as appropriate.						
7. Staff models, teaches, and promotes 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.						
b) The program requires all staff members to model healthy behaviors and attitudes while following universal health precautions.						
c) Bathrooms are clean, supplies are accessible, and proper hand washing procedures are posted and practiced.						
8. The program encourages healthy food options. Drinking water is readily available at all times.						
a) The program promotes and serves nutritional 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.						

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Program Environment

Guiding Principle: Provide developmentally appropriate indoor and outdoor environments.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
1. The program environment provides dedicated usable space for all activities during hours of operation.						
a) There is functional 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) All program space is clean and free of safety hazards.						
e) Temperature and lighting are appropriate for all activity areas used for the program.						
f) The furnishings, materials, and equipment are well maintained and suitable for each age group. Children and youth are trained in proper care and use.						
2. The space is arranged so the variety of social, recreational, and educational activities can go on at the same time without much disruption.						
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.						

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Program Environment *(cont'd)*

Guiding Principle: Provide developmentally appropriate indoor and outdoor environments.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
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 personal possessions of children and youth and staff.						
a) Adequate and convenient space is available for program supplies and staff's personal belongings.						
b) Adequate and convenient space is available for children and youth personal belongings.						

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Family and Community Involvement

Guiding Principle: Provide opportunities for family involvement and public/private partnerships.

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 involvement. The plan includes regularly scheduled activities, so parents may participate as appropriate.						
a) The program provides a Family Handbook that includes information about the program's policies and expectations for family involvement.						
b) Orientation sessions are offered to all families.						
c) The program creates opportunities for family involvement, such as open houses, special events, and parent nights.						
2. Family participation is welcomed within established visitation guidelines.						
a) Administration and staff make children and youth and families feel welcome and important.						
b) Families have regular opportunities to visit the program.						
c) Families are encouraged to provide input into activities and events and have opportunities to volunteer in the program.						
3. The program supports families in connecting with community resources through information sharing.						
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.						

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Florida Afterschool Network Quality Self-Assessment and Improvement Guide

Program Area: Family and Community Involvement *(cont'd)*

Guiding Principle: Provide opportunities for family involvement and public/private partnerships.

Elements	Level 1*	Level 2*	Level 3	Level 4	Don't Know	Comments
c) Community agencies are involved in program activities.						
4. The program provides newsletters, notes, or bulletin boards to share and communicate information.						
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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Florida Afterschool Network

Quality Self-Assessment and Improvement Guide

Glossary Terms

Children and Youth: Children and youth of elementary school grade levels.

Communication: Imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.

Core Academic Areas: Includes language arts, reading, math, science, social studies.

Data: Facts, statistics, or items of information.

Documentation: Confirmation that some fact or statement is true through the use of documentary evidence. Steps to be followed during and immediately after an emergency, such as a fire, tornado, bomb threat, etc., include 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 Handbook: Written documentation given to the family by an afterschool program that details its guidelines, expectations, and policies.

Health, Safety, and Nutrition Activities: Nutrition, health, and safety as a key factor for optimal growth and development of young children, including nutrient knowledge, menu planning, food program participation, health practices, management and safety, appropriate activities, and communication with families.

Posted: Display (an announcement) in a place of public view.

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

Special Needs: Medical, emotional, mental, or behavioral needs that will require on-going assistance and support.

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

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.

Florida Afterschool Network Quality Self-Assessment and Improvement Guide Program Improvement Plan

Site: _____
Date: _____

Program Specialist: _____
Room: _____

Program Area	Element	Concerns	Plan of Action <i>(include materials, training, space, supervision changes)</i>	Due Date/ Person Responsible	Follow Up <i>(Changes made, date, completed, etc.)</i>
<input type="radio"/> Administration and Organization <input checked="" type="radio"/> Program Mgmt. and Staff <input type="radio"/> Communication and Interaction <input type="radio"/> Program Structure and Activities <input type="radio"/> Health, Safety and Nutrition <input type="radio"/> Program Environment <input type="radio"/> Family/Community Involvement	1a	Policies and procedures in place but not being followed consistently due to new staff hires.	<ul style="list-style-type: none"> • Provide training on the procedures for all new staff • Routinely check to make sure procedures are followed 	Next week /Director Weekly/ Director	Training completed in April, 2009. • Staff now compliant!!!
<input type="radio"/> Administration and Organization <input type="radio"/> Program Mgmt. and Staff <input type="radio"/> Communication and Interaction <input type="radio"/> Program Structure and Activities <input type="radio"/> Health, Safety and Nutrition <input type="radio"/> Program Environment <input type="radio"/> Family/Community Involvement					
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