MISSOURI AFTERSCHOOL PROGRAM SELF-ASSESSMENT

AGENCY OR SCHOOL DISTRICT: _____

SITE NAME: _____

SITE ADDRESS: _____

DATE COMPLETED: _____

A guide to ensure that all of Missouri's children and youth have access to quality experiences during the afterschool hours.

# Afterschool Program Quality

Each afterschool program is unique. In Missouri, afterschool programs serve different numbers of diverse youth from multiple age ranges, operating in settings where they receive varying degrees of support from community resources.

Regardless of individual site specifics, all afterschool programs share common elements that ultimately influence the quality of services provided to their youth and families.

Program Content: The environments and experiences observable at the point of service.
Program Personnel: The knowledge and skills of professionals working with youth.
Program Management: The elements observable in organizational structure and planning.

Program Content ----------------------------

---------------------- Program Personnel

Program Management -----
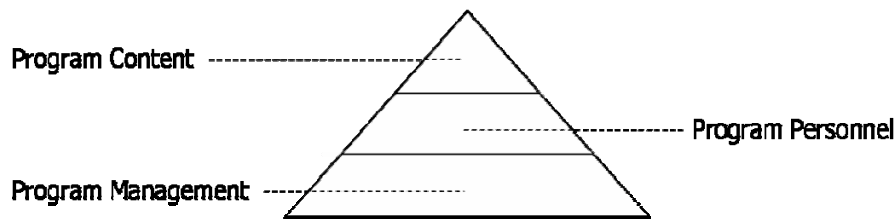
This model illustrates the relationships between program management, program personnel and program content in a high-quality program. Sound PROGRAM MANAGEMENT establishes a foundation of policies and organizational systems. PROGRAM PERSONNEL are hired and trained to be responsible for implementing those practices and procedures. The results is the delivery high-quality PROGRAM CONTENT to the youth and families they serve.

Missouri Afterschool Program Standards details Program Content and Program Management.
Kansas and Missouri Core Competencies for Youth Development Professionals details Program Personnel.

The *Missouri Afterschool Program Self-Assessment*

The *Missouri Afterschool Program Self-Assessment* is a professional resource developed by Missouri's afterschool frontline staff, administrators, and intermediaries to guide the quality improvement efforts of afterschool programs. It has been designed to be useful for any type of program serving children and/or teens whose staff is dedicated to offering the best possible experiences for their youth and families.

This self-assessment tool and the *Missouri Afterschool Program Standards* were drawn from resources[1] most frequently used by afterschool programs, piloted by nearly 200 afterschool programs throughout Missouri during the 2006-2007 school year, and revised in response to stakeholder feedback in the spring and summer of 2007.

The *Missouri Afterschool Program Self-Assessment* may be used to complement other efforts by afterschool programs to improve the quality of their services. While this tool can help programs serve individual purposes, it is only a resource to facilitate self-analysis and improvement. It does not confer any endorsement for those pursuing state licensure or accreditation from Missouri Accreditation (MOA) or the National AfterSchool Association (NAA).

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[1]National AfterSchool Association's *Standards for Quality School-Age Care*, St. Louis for Kids' *Quality Standards* and YouthNet of Greater Kansas City's *Teen Standards*.

Using the *Missouri Afterschool Program Self-Assessment*

Getting ready

In preparation for this professional exercise of self-assessment, participants need to:

☐ Review the *Missouri Afterschool Program Self-Assessment* tool ahead of time to become familiar with its focus and usage.

☐ Establish an objective mindset (becoming aware of personal preferences/biases) and approach this assessment as a snapshot of the program in real time.

☐ Allow enough time during observations to see the full range of experiences offered by your afterschool program.

Rating the quality of your program

Participants of this program self-assessment process will individually rate the content and management of their program based on the frequency with which the program achieves higher levels of quality as described in each of the Program Standards.

☐ Make sure your self-assessment ratings are based on observable indications of quality.

☐ The lists provided below each standard are examples of how that Program Standard may be seen in an afterschool program. Not all examples will be seen in each program.

☐ Blank rows allow space for you to include additional examples of how that particular standard is observed at your own program.

☐ Take notes in the comments sections to help you remember what was observed (i.e., body language, quotes, descriptions) and to support the rating that was selected.

☐ Use the following scale to determine the occurrence of the standard within your program:

4=Consistently Observed   3=Frequently Observed   2=Seldom Observed   1=Not Observed

CA 10	The program encourages youth input and participation in activity planning and implementation.	Rating: 4 3 2 1
	~ Youth are allowed to select materials and equipment. ~ Youth are involved in the decision making process. ~ Youth have regular opportunities to lead activities. ~ Youth ask one another questions rather than always asking adults. ~ Youth have formal & informal opportunities to evaluate activities. ~ ~	COMMENTS

Shaded standards represent basic practices that should be established prior to a new program's operation or receive immediate attention if not currently evident in an established program. These Program Standards are rated only as:

"Yes"   This basic level of quality is evident in the program.
or
"No"   This basic level of quality is not provided for youth, families, or staff.

SH 1	Program staff carefully supervise youth to ensure their safety.	Rating: Yes No

Turning the results into plans for improvement

Once the observations are complete, the ratings of "Yes/No" or "4-1" are to be transferred into the Self-Assessment Overview found on page 11 of this booklet.

The Self-Assessment Overview connects ratings with a grid for establishing program improvement priorities and determining the appropriate timeframes in which to meet individual Program Standards.

When creating a plan for program improvement, professionals should establish both short and long term goals based on the specific program's priorities and needs. The "Plans for Action" columns of the overview allow observers to identify levels of priority as follows:

Right Now: This standard will be addressed **immediately**.
This Year: This standard will be addressed within the **existing program year**.
Next Year: This standard will be addressed **long term with a reevaluation of progress**.

Once program priorities are determined, specific program goals can be formalized into a Quality Action Plan (QAP). In your individualized QAP, each goal will include Program Standards to be addressed and action steps consisting of key tasks, timeframes and individuals responsible for achieving each goal. A template for your own QAP is provided on page 12 of this booklet. Copies of the QAP template can be made as you establish multiple goals for your program improvement efforts.

Program Self-Assessment: The Team Approach

It is recommended that programs use a team approach when conducting the self-assessment. Greater strides will be made when all involved parties contribute to the process and help shape a program's goals. The process below describes the procedure that can be used by an entire afterschool staff to conduct a program self-assessment. Professionals are encouraged to adapt the same process to include participating youth, families and community partners.

A Program Leader or Site Director can facilitate this process by:

☐ Engaging all program staff in the launch of the self-assessment process, emphasizing the value of program quality improvement.

☐ Distributing the *Missouri Afterschool Program Standards* and the *Missouri Afterschool Program Self-Assessment* booklets to all program staff; ensuring that staff review and become familiar with them in advance.

☐ Allotting each staff member the necessary time to complete an individual self-assessment for all Program Standards to the best of their knowledge and experiences. Each observer should document personal examples and comments, along with determination of ratings, then transfer individual Program Standards ratings to the Self-Assessment Overview.

☐ Convening program staff as a group to discuss their individual observations, agreeing on a group consensus rating, and deciding on the top priorities for quality improvement.

☐ Creating a program-wide Self-Assessment Overview that reflects the staff's agreement on ratings and consensus of priorities for improvement

☐ Developing program goals within a Quality Action Plan (QAP)

☐ Monitoring the QAP and its timelines to ensure progress is being made on schedule.

☐ Celebrating your team's successes in meeting your own program's goals for improvement!

Program Content

The elements of afterschool programming that are observable at the point of service.
Consists of the environments, relationships and experiences provided for youth and families.

PHYSICAL ENVIRONMENT

PE 1	The program's space arrangement allows for careful supervision of youth including protection/security from unwanted visitors and unauthorized pick-ups.	Rating: Yes No
PE 2	The program facility must have a smoke detector and meet all building and fire codes in the local jurisdiction.	Rating: Yes No
PE 3	The program has at least thirty-five square feet of indoor space for each program participant.	Rating: Yes No
PE 4	The program space is clean and free of environmental hazards in order to protect the health of youth.	Rating: Yes No
PE 5	The program facility includes access to clean, sanitary restrooms for participants and staff.	Rating: Yes No

PE 6   The program's space meets the planning, activity, and storage needs of staff.   Rating: 4   3   2   1

~ Adequate space is available for storage of confidential files, staff supplies and personal belongings.
~ The indoor and outdoor program space is large enough for staff to plan various program activities.
~ There is adequate and convenient storage space for equipment, materials and personal possessions of program staff.
~ Staff use outdoor areas to provide new outdoor play experiences.
~ Written guidelines are in place regarding the use and maintenance of the program facility.

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COMMENTS

PE 7   The program provides enough supply and variety of materials and equipment to allow youth to take initiative and explore their interests.   Rating: 4   3   2   1

~ Youth have access to materials/equipment and can take them out and put them away with ease.
~ Youth can arrange materials and equipment to suit their activities, when appropriate.
~ Materials and equipment are selected and rotated to reflect the work and interests of the youth.
~ Soft, comfortable furniture is available in some areas for youth to relax.

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COMMENTS

PE 8   The program's indoor space meets the physical, social, emotional, cognitive, & creative needs of youth.   Rating: 4   3   2   1

~ There is enough room for all program activities.
~ The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing.
~ The space is arranged so that various activities can go on at the same time without much disruption.
~ There is adequate and convenient storage space for equipment, materials and personal possessions.

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COMMENTS

PE 9   The program's outdoor space and play area is large enough and equipped appropriately to allow youth to be active, independent and creative.   Rating: 4   3   2   1

~ Outdoor space is suitable for a wide variety of activities.
~ Youth have access to a variety of outdoor equipment and games for both active and quiet play.
~ Permanent playground equipment is suitable for the sizes and abilities of all youth.

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COMMENTS

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

INTERPERSONAL RELATIONS

IR 1	The program activities, environment, and policies promote individual and small group interactions between staff and youth.	Rating:	Yes	No

IR 2	Program staff relate to all youth in positive ways and intentionally build individual relationships with all youth.	Rating:	Yes	No

IR 3	The program builds upon the unique strengths and developmental needs of individual youth.	Rating:	4 3 2 1

~ Youth are recognized for their special interests and talents.
~ The range of youth's abilities are recognized.
~ Youth's culture and home language are respected and incorporated into activities.
~ Staff respond to the range of youth's feelings and temperaments within the group.
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COMMENTS

IR 4	Program staff provide opportunities and support for youth to make choices and to become more responsible.	Rating:	4 3 2 1

~ Staff offer assistance in a way that supports a youth's initiative.
~ Staff assist youth without taking control and encourage youth to take leadership roles.
~ Staff give youth many chances to choose what they will do, how they will do it and with whom.
~ Staff help youth make informed and responsible choices.
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COMMENTS

IR 5	The program provides developmentally appropriate opportunities that challenge youth to learn and grow.	Rating:	4 3 2 1

~ Staff ask questions that encourage youth to think for themselves.
~ Staff share skills and resources to help youth gain information and solve problems.
~ Staff vary the approaches they use to help youth learn.
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COMMENTS

IR 6	Program staff use positive techniques to guide the behavior of youth.	Rating:	4 3 2 1

~ Staff interact with youth in ways that reflect high expectations.
~ Staff encourage youth to cooperate, share, care for materials, and join in activities appropriately.
~ Youth participate in setting appropriate limits for the group.
~ Staff avoids using harsh discipline methods or verbal "put-downs".
~ Staff encourage youth to resolve their own conflicts and step in only to ensure safety or mediate a solution.
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COMMENTS

IR 7	The program facilitates positive interactions between youth and promotes the development of peer relationships.	Rating:	4 3 2 1

~ Youth appear relaxed and involved with each other.
~ Youth show respect for each other.
~ Youth cooperate and work well together.
~ Youth have opportunities to interact with each other during activities.
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COMMENTS

IR 8	The program's environment, activities and policies reflect positive regard for the youth, families and their cultural backgrounds and promote positive interactions.	Rating:	4 3 2 1

~ Staff and families treat each other with respect.
~ The language and cultures of the families served and the progam's community are included in activities.
~ Staff and families work together to make arrivals and departures between home and program go smoothly.
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COMMENTS

IR 9	Program staff model cooperation, conflict resolution and positive relationships in their work.	Rating:	4 3 2 1

~ Staff communicate with each other while the program is in session to ensure operation flows smoothly.
~ Staff cooperate with each other.
~ Staff respect each other.
~ Staff act as role models of positive adult relationships.
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COMMENTS

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

CURRICULUM AND ACTIVITIES

CA 1	The program offers opportunities in the areas of a) recreation and fitness, b) academic support, c) life skills, and d) personal growth and development.	Rating:	Yes	No

CA 2	Programs for older youth/teens have a distinct identity which may include alternative space, program name, time and activities.	Rating:	Yes	No

CA 3	The program structure allows youth the opportunity to choose from a wide variety of activities and formats that meet their interests and help promote their development.	Rating:	Yes	No

CA 4	The program offers structured, engaging experiences that address the physical, cognitive, social, emotional and creative domains of youth development.	Rating: 4 3 2 1

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COMMENTS

CA 5	The program's academic support component enhances academic success, but does not duplicate or repeat school day instruction.	Rating: 4 3 2 1

~ Youth have access to homework help or tutoring.
~ Staff communicate about assignments with school personnel whenever possible.
~ Youth have opportunities to use resource materials such as reference books, computer software, etc.
~ Activities provide opportunities to reinforce basic academic skills (e.g., reading, math, science skills).
~ Enrichment activities promote higher-level skills and advanced thinking.
~ Youth have opportunities to practice and apply academic skills in the context of real life activities.

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COMMENTS

CA 6	The program's health, fitness and nutritional opportunities promote nutrition and health practices, developmentally appropriate physical skills, and personal safety.	Rating: 4 3 2 1

~ Youth have an opportunity to spend at least 30 minutes out of every three-hour block of time outdoors (weather permitting) or in active play indoors.
~ Pre-planned, structured physical and recreational activities expose youth to new skills.
~ Youth may choose to participate or not, in planned or free-choice physical/recreational activities and are not "put down" for their choice.
~ Food (especially candy) is not used as a incentive, reward, or disciplinary technique.
~ Physical fitness is supported by limiting "screen time" and providing a variety of physical activities.
~ The program provides training on health topics and requires all staff members to model healthy behaviors and attitudes in their contact with children in the facility.

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COMMENTS

CA 7	The program activities designed to teach essential life skills include decision-making, problem solving, negotiation, communication, and life management skills.	Rating: 4 3 2 1

~ Youth have opportunities to learn or practice communication skills (e.g., speaking, listening, writing skills).
~ Youth have opportunities to learn or practice how to work as a team (e.g., compromise, setting goals, showing respect for others, dividing up tasks to meet project goals).
~ Youth are encouraged to resolve their own conflicts and adults step in only if needed to ensure safety or facilitate agreement on a solution.
~ Youth practice cooking, sewing, or other self care skills.
~ Youth have opportunities to explore financial literacy and career exploration.
~ Activities/projects include opportunities for youth to help others or the community.

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COMMENTS

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

CURRICULUM AND ACTIVITIES (continued)

CA 8	The opportunities provided for personal growth and development include emotional awareness, character development, healthy habits, skill mastery and independence.	Rating: 4 3 2 1

~ Activities include opportunities to develop intrapersonal aspects (e.g., self-esteem, self-discipline, integrity, honesty, and responsibility).
~ Youth have time to reflect on their personal attributes and are supported in setting goals and self-determination.
~ Youth who try new things receive positive reinforcement and encouragement to learn from any mistakes.
~ Youth have opportunities to take on formal and informal leadership roles (e.g., taking attendance, mentoring, leading clean-up, and being team captain).
~ Staff reinforce the positive behavior of youth.
~ Staff take youth aside if discipline is necessary, rather than disciplining in front of other youth.

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COMMENTS

CA 9	Program activities integrate all curricular areas (e.g., recreation and fitness, academic support, life skills, and personal growth and development), ensuring that the physical, cognitive, social, emotional, and creative domains are addressed in a comprehensive manner.	Rating: 4 3 2 1

~ Staff intentionally plan activities to include multiple domains.
~ Recreation and fitness components are incorporated into academic support, life skills, and personal growth and development activities.
~ Academic support is incorporated into recreation and fitness, life skills, and personal growth activities.
~ Life skills are incorporated into recreation and fitness, academic support, and personal growth activities.
~ Personal growth and development topics are incorporated into recreation and fitness, academic support and life skill activities.

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COMMENTS

CA 10	The program encourages youth input and participation in activity planning and implementation.	Rating: 4 3 2 1

~ Youth are allowed to select materials and equipment.
~ Youth are involved in the decision making process.
~ Youth have regular opportunities to lead activities
~ Youth ask one another questions rather than always asking adults.
~ Youth have formal and informal opportunities to evaluate activities.

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COMMENTS

CA 11	Program activities are intentionally planned to align with the mission and goals of the program and promote the development of all youth.	Rating: 4 3 2 1

~ Records of activity plans and intended outcomes are available (on site) for youth, parents, and staff to review.
~ Written plans identify the outcomes of planned activities.
~ Activities are well suited to the age range of youth in the program.
~ Activities respect the languages and cultures of the families served.

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COMMENTS

CA 12	The program schedule is consistent enough to establish a routine, yet offers flexibility to meet the individual or situational needs of all youth.	Rating: 4 3 2 1

~ The schedule can be adjusted to meet individual youth's needs (e.g., bathroom, snack, drink breaks).
~ Transitions are smooth when it is necessary to move the youth as a group.

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COMMENTS

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

Program Management

Elements of afterschool programming that are observable in organizational structure and planning.
Consists of the design, implementation and governance of policies and practices.

FAMILY INVOVLEMENT

FI 1	The program publishes a Family Handbook that includes information about the program's policies, procedures and expectations for the youth, families,and staff.	Rating:	Yes	No

FI 2 The program's policies and procedures are tailored to the unique needs of youth and families in the target community.

Rating: 4 3 2 1

COMMENTS

~ The program has a written mission statement setting forth the program's philosophy, goals and related outcomes.
~ The program's mission statement, philosophy, goals and outcomes are made available to youth and families.
~ Program hours are established to be convenient to youth and families.
~ Program fees are affordable and do not prohibit youth from participating by using all possible community resources and sources of subsidy.
~ Provisions are made for enrolling youth with special needs and ensuring accessibility of all activities.

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FI 3 The program's policies and procedures support families' involvement in the program.

Rating: 4 3 2 1

COMMENTS

~ Youth and families feel welcome and comfortable.
~ Family members are allowed to visit any time throughout the day.
~ Orientation sessions are offerred for new participant families.
~ Families are kept informed about the program.
~ Families are encouraged to give input and to get involved in program events.
~ Parents/caregivers have opportunities to volunteer in the program.
~ Staff share the culture and language of the participants' families.

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FI 4 The program provides information about community resources to youth and families.

Rating: 4 3 2 1

COMMENTS

~ Staff proactively facilitate connection of youth's and/or family's needs with appropriate resources.
~ Resources that help youth meet goals they have established are available such as, employment and volunteer opportunities, scholarship information, college applications.

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FI 5 Program staff, families, and school-day personnel share important information to support the postive development of participating youth.

Rating: 4 3 2 1

COMMENTS

~ Staff communicate with family members about the youth's development and well being.
~ Staff, families and school-day personnel work together as a team to set goals for each youth and work with outside specialists when necessary.
~ The program provides opportunities for youth to share their accomplishments with parents.

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Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

HUMAN RESOURCES

HR 1	The program implements a standard hiring process that ensures all staff (paid, volunteer, and substitute) have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position.	Rating:	Yes	No

HR 2	The program provides all staff (paid, volunteer, and substitute) with an orientation that includes a review of the job description, personnel polices, program policies and procedures, and quality standards.	Rating:	Yes	No

HR 3	Program staff receive regular supervision and support including informal feedback about job performance and at least an annual formal performance review.	Rating:	Yes	No

HR 4 Program staff develop individual professional development plans based upon the *Core Competencies for Youth Development Professionals* and receive training and support to meet their professional goals and improve performance.

Rating: 4 3 2 1

~ The site director/supervisor works with each staff member to create a professional development plan (PDP).
~ Staff regularly participate in training aligned with their PDP (at least 12 clock hours annually).
~ Staff receive training on working with families and relating to youth in ways that promote their development including group work, facilitation, cooperative learning and asset based approaches.
~ Program directors and administrators receive training in program management and staff supervision.
~ Staff receive training on designing program space and activities to support program goals and outcomes.
~ Staff receive training on promoting the safety, health, fitness and nutrition of youth including conflict resolution and behavior management.

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COMMENTS

HR 5 The program supervisor provides ongoing feedback and role models for staff as they work to improve performance.

Rating: 4 3 2 1

~ Supervisors provide staff with regular, ongoing supervision and feedback.
~ Supervisors have "face time" with youth and role model youth work skills for their staff.

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COMMENTS

HR 6 The program provides a compensation package which includes competitive wages, benefits, and other incentives.

Rating: 4 3 2 1

~ Programs have a plan to offer the best possible wages and working conditions in an effort to reduce staff turnover.
~ Full-time staff receive benefits, including health insurance and paid leaves of absence.
~ Staff are given breaks.
~ Staff are given ample time to provide input and make recommendations about the program.

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COMMENTS

HR 7 The program provides wage or salary increases tied to increased education and/or improved performance.

Rating: 4 3 3 1

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COMMENTS

HR 8 The program pays staff for planning time to develop and prepare for activities and to complete required paperwork.

Rating: 4 3 2 1

~ Staff have adequate program preparation time and time to track individual youth participation during the work week.

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COMMENTS

HR 9 The program tracks annual turnover rates and implements strategies to maintain a stable workforce.

Rating: 4 3 2 1

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COMMENTS

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

SAFETY AND HEALTH

SH 1	Program staff carefully supervise youth to ensure their safety.	Rating:	Yes		No
SH 2	The program has a system for tracking attendance and knowing where youth are and what they are doing at all times.	Rating:	Yes		No
SH 3	The program documents that all staff and volunteers working with youth have passed a child abuse and neglect screening and criminal records check for crimes that pose a threat to the well-being of youth and families.	Rating:	Yes		No
SH 4	The program documents that all staff working with youth have passed an annual tuberculosis test.	Rating:	Yes		No
SH 5	The program ensures that at least one staff member trained in CPR and First Aid is present at all times.	Rating:	Yes		No
SH 6	The program has emergency plans in place that are plainly displayed and regularly rehearsed.	Rating:	Yes		No

SH 7 Program staff has policies and procedures to protect the health and safety of youth.   Rating: 4 3 2 1

COMMENTS

~ Policies and procedures include information to prevent accidents and manage emergencies.
~ Policies and procedures include information about how to transport youth safely and ensure compliance with all legal requirements for vehicles and drivers.
~ No smoking is allowed in the program and the program has strict policies regarding drug and alcohol use.
~ Youth files include emergency contact information, medical treatment release, allergy & health information.

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SH 8 Program staff ensure that space, equipment and procedures promote the safety and security of youth.   Rating: 4 3 2 1

COMMENTS

~ There are no observable safety hazards in the program space.
~ Systems are in place to protect the youth, especially when they move from one place to another or use the restroom.
~ Equipment for active play is safe and securely installed.

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SH 9 Program staff protect and enhance the health of youth.   Rating: 4 3 2 1

COMMENTS

~ Staff are responsive to the individual health needs of the youth.
~ Staff protect youth from communicable disease by separating youth who become ill during the program.
~ Both staff and youth wash their hands frequently, especially after using the toilet or before preparing food.

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SH 10 The program serves food and drinks that meet the nutritional, caloric, and health needs of participating youth.   Rating: 4 3 2 1

COMMENTS

~ The program provides healthy food choices.
~ Drinking water is readily available at all times.
~ The amount and type of food offered is appropriate for the ages and sizes of the youth.
~ Snacks and meals are timed appropriately for youth.

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Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

BUSINESS ADMINISTRATION

BA 1	The program has a designated site director/supervisor who is at least 21 years old.	Rating:	Yes	No
BA 2	The program schedules at least two staff members to be present at all times during hours of program operation.	Rating:	Yes	No
BA 3	The program maintains an overall staff/youth ratio of at least 1:16 (although actual ratios may vary based on the ages/abilities of participants or type of activities).	Rating:	Yes	No
BA 4	The program ensures consistent scheduling and staffing patterns.	Rating:	Yes	No
BA 5	The program's site director/supervisor has experience in working with youth, supervising staff, fiscal management, and program planning and oversight.	Rating:	Yes	No
BA 6	The program develops a clear mission statement and measurable goals and objectives that directly relate to youth development outcomes.	Rating:	Yes	No
BA 7	The program has clearly defined policies and procedures that are available to staff, youth, families and community members.	Rating:	Yes	No
BA 8	The program maintains a budget with accurate records of funds received and dispersed.	Rating:	Yes	No
BA 9	The program maintains accurate records of youth and staff (paid, volunteer, and substitute).	Rating:	Yes	No

BA 10 The program's administration provides sound fiscal management and oversight of the program.

Rating: 4 3 2 1

COMMENTS

~ The program's financial management supports the program's goals.
~ The program complies with government mandates and legal requirements.
~ The program maximizes the use of community resources to best meet the needs of participants and families.
~ The program has a written sustainability plan to ensure long-term continuation of program.
~ Staff members contribute to the budget process and are given responsibility for keeping expenses within budget.
~ Policies and procedures are in place that cover personnel, program (including confidentiality and emergency procedures), family handbook fiscal, and data collection/reporting/evaluation.

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BA 11 The program conducts a comprehensive assessment every 2-3 years and establishes a strategic plan that is reviewed annually.

Rating: 4 3 2 1

COMMENTS

~ Staff, board, families, and youth are involved in long-term planning and decision-making.
~ The ongoing evaluation process is aimed at improvement in all areas of program operations.
~ The program regularly collects, reports and reviews data on staff, youth, and program to support ongoing planning and evaluation.
~ The program has formal mechanisms to get feedback from parents and families and that feedback is acted upon.

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Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

Self-Assessment Overview

Program Content

Plans for Action

	Right Now	This Year	Next Year

Physical Environment

			Right Now	This Year	Next Year
PE 1	Yes	No			
PE 2	Yes	No			
PE 3	Yes	No			
PE 4	Yes	No			
PE 5	Yes	No			
PE 6	4 3 2 1				
PE 7	4 3 2 1				
PE 8	4 3 2 1				
PE 9	4 3 2 1				

Interpersonal Relations

			Right Now	This Year	Next Year
IR 1	Yes	No			
IR 2	Yes	No			
IR 3	4 3 2 1				
IR 4	4 3 2 1				
IR 5	4 3 2 1				
IR 6	4 3 2 1				
IR 7	4 3 2 1				
IR 8	4 3 2 1				
IR 9	4 3 2 1				

Curriculum and Activities

			Right Now	This Year	Next Year
CA 1	Yes	No			
CA 2	Yes	No			
CA 3	Yes	No			
CA 4	4 3 2 1				
CA 5	4 3 2 1				
CA 6	4 3 2 1				
CA 7	4 3 2 1				
CA 8	4 3 2 1				
CA 9	4 3 2 1				
CA 10	4 3 2 1				
CA 11	4 3 2 1				
CA 12	4 3 2 1				

Shaded standards represent basic practices that should be established prior to a new program's operation or receive immediate attention if not currently evident in an established program.

Program Management

Plans for Action

	Right Now	This Year	Next Year

Family Involvement

			Right Now	This Year	Next Year
FI 1	Yes	No			
FI 2	4 3 2 1				
FI 3	4 3 2 1				
FI 4	4 3 2 1				
FI 5	4 3 2 1				

Human Resources

			Right Now	This Year	Next Year
HR 1	Yes	No			
HR 2	Yes	No			
HR 3	Yes	No			
HR 4	4 3 2 1				
HR 5	4 3 2 1				
HR 6	4 3 2 1				
HR 7	4 3 2 1				
HR 8	4 3 2 1				
HR 9	4 3 2 1				

Safety and Health

			Right Now	This Year	Next Year
SH 1	Yes	No			
SH 2	Yes	No			
SH 3	Yes	No			
SH 4	Yes	No			
SH 5	Yes	No			
SH 6	Yes	No			
SH 7	4 3 2 1				
SH 8	4 3 2 1				
SH 9	4 3 2 1				
SH 10	4 3 2 1				

Business Administration

			Right Now	This Year	Next Year
BA 1	Yes	No			
BA 2	Yes	No			
BA 3	Yes	No			
BA 4	Yes	No			
BA 5	Yes	No			
BA 6	Yes	No			
BA 7	Yes	No			
BA 8	Yes	No			
BA 9	Yes	No			
BA 10	4 3 2 1				
BA 11	4 3 2 1				

Scoring Key: 4 = Consistently Observed   3 = Frequently Observed   2 = Seldom Observed   1 = Not Observed

Quality Action Plan

Afterschool Site Name:

Goal:

Current Date: _____ Target Date: _____ Success Date: _____

Program Standards that apply	Core Competencies that apply
•	•
•	•
•	•

Current Situation:

Desired Outcome(s):

Support Factors:	Challenges:
•	•
•	•
•	
•	

Action Steps	Person(s) Responsible	Action Dates
1.		
2.		
3.		
4.		

The Missouri AfterSchool Network

The Missouri AfterSchool Network (MASN) was developed in partnership with the Department of Elementary and Secondary Education (DESE) through primary funding by the Charles S. Mott Foundation. MASN provides leadership to support high-quality afterschool programs across the state by building an infrastructure to increase the quality, public policy support, public awareness, and sustainability of afterschool programs.

MASN's partnership with DESE and the University of Missouri-Extension 4-H Center for Youth Development has provided the resources for MASN to strengthen, expand, and improve existing afterschool programs while providing the necessary tools, assistance, and models for emergent programs throughout Missouri.

MASN is dedicated to sharing knowledge, research, and resources as it develops and coordinates partnerships among diverse individuals, state agencies, school districts, community-based organizations, and the private sector. Together, Missouri's afterschool community can secure the resources necessary for improvements in the well-being of children, youth and families during the hours outside of the traditional classroom.

MASN hopes that the *Missouri Afterschool Program Standards* and the *Missouri Afterschool Program Self-Assessment* can help afterschool professionals leverage program quality improvement efforts by:

☐ Providing a common language of quality for program administrators and frontline staff to discuss program strengths and areas for improvement.

☐ Identifying staff training needs and professional growth opportunities.

☐ Focusing limited human and financial resources for best results.

☐ Framing financial needs or demonstrating the support necessary to impact and improve program quality (i.e. access to a computer lab).

Professional Development and Technical Assistance

While the *Missouri Afterschool Program Self-Assessment* is designed for professionals to implement in their own programs, additional support and technical assistance can help staff and administrators maximize their program's improvement.

If you and your staff determine a need for outside support to facilitate the program improvement processes described in this self-assessment or other quality rating tools, MASN staff can connect you with local and regional providers of professional development and technical assistance throughout the state. Contact the MASN toll free at 1-888-210-2469.

Professional Resources

Find more resources at the MASN's website **www.moafterschool.org**.

You are encouraged to download files of this self-assessment and other professional resources such as the *Missouri Afterschool Program Standards* and the *Kansas and Missouri Core Competencies for Youth Development Professionals* for use in your program and community.

The Missouri AfterSchool Network thanks you for both your interest and your dedication to improving the lives of Missouri's youth and families.

The Missouri AfterSchool Network would like to thank:

Adventure Club, Rockwood School District
Charles S. Mott Foundation
Department of Elementary and Secondary Education
OPEN Initiative
St. Louis for Kids
University of Missouri–Extension
4-H Center for Youth Development
YouthNet of Greater Kansas City

and all of the afterschool professionals involved in the creation of this tool for program self-improvement.