

# New York State Afterschool Program Accreditation

## Self-Study Tool



*A quality program is one that is reflective, willing to improve, change and grow, and dedicated to supporting its participants to succeed. The self-study process is designed to lead practitioners through an examination of their program and a quality improvement plan as a first step toward achieving accreditation.*

## **AfterSchool Works! New York New York State Afterschool Program Accreditation Self-Study Tool**

### **Introduction**

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

All programs serving school-age youth in New York State will be eligible to apply for New York State accreditation beginning in September 2010. Once achieved, accreditation is in effect for three years, pending completion of an annual activity report.

### **About the Self-Study Process**

A quality program is one that is reflective, willing to improve, change and grow, and dedicated to supporting its participants to succeed. The self-study process is designed to lead practitioners through an examination of their program and a quality improvement plan as a first step toward achieving accreditation. Self-study is an important process by which programs confirm their mission and vision, build consensus and engagement among staff and stakeholders and take ownership over improving quality. The self-study process will allow you to recognize efficiencies and ways to maximize resources, build stronger relationships with critical partners and boost staff morale.

### **About this Tool**

The New York State Afterschool Program Accreditation Self-Study Tool is comprised of twenty-six quality standards that represent effective practices in afterschool programming. The standards are grouped into six distinct foundation areas that include safety, health and nutrition; indoor space and environment; outdoor environment; programming and activities; supporting and inspiring learning; and relationships. These standards are defined by program performance indicators that are observable in nature. A program's performance in areas that are predominantly administrative and therefore non-observable will be determined by pre-visit and on-site documentation review.

This tool, while representing the final standards by which a program's accreditation status will be determined, was designed to be aligned with a variety of assessment and self-study tools used throughout New York State, therefore allowing a program to build on existing quality improvement efforts. These tools include the New York State Afterschool Network's Quality Self-Assessment (QSA) Tool, the School-Age Care Environmental Rating Scale (SACERS), and the Youth Program Quality Assessment (YPQA). Programs can choose to use the Self-Study Tool, or one of the aforementioned self-

study tools. Programs choosing to use an alternate tool will be prepared for the accreditation endorsement, however, it is strongly recommended that program leadership reviews the Self-Study Tool several times prior to the endorsement visit to become familiar with the standards and indicators and to ensure full preparation for the endorsement visit. Accreditation coaches have been familiarized with the QSA Tool, YPQA, and SACERS, and your coach can support self-study and planning for quality improvement regardless of what tool you choose. The self-study must occur in the same program year that the accreditation application is submitted to AfterSchool Works! New York.

### **How to Use this Tool for Program Self-Study**

To gain the most benefit from the self-study, programs are encouraged to engage both staff and stakeholders in the process. In fact, your self-study team may include staff members from your site and organization, parents and guardians, youth participants, teachers and principals, or community partners. All members of the self-study team should be familiar with the day-to-day operations of the program.

The self-study team must rate and discuss the program's performance on each standard by using the scale of 0 (unmet) to 2 (met) for each indicator. For those indicators that the self-study team gives itself a less than satisfactory score, a plan for improvement must be created (a template is provided). It is the responsibility of all staff and stakeholders to work to meet the goals set in the plan for improvement. Your accreditation coach will be available to support you as you conduct the self-study and implement the plan for improvement.

In order to attain accreditation, programs are expected to achieve level 2 on all of the performance indicators within each of the twenty-six quality standards at the time of the accreditation endorsement visit.

*Note that standards are numbered, while indicators have numbers that correspond to the standards as well as letters.*

<b>Program Foundation Area: Safety, Health and Nutrition</b>			
<b>A quality program promotes the safety, health and nutrition of all participants.</b>			
Quality Standard 1. The inside and outside environments are clean and safe from any observable hazards.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
1A. The program does not adhere to the NYS OCFS Regulations.	The program is not in compliance with all NYS OCFS Regulations.	The program is in compliance with all NYS OCFS Regulations.	
1B. The program space is rarely or never cleaned, as evidenced by un-emptied trash, dust, etc.	The program space is cleaned when staff members have the time to do so.	The program space is routinely cleaned at the beginning and end of each day.	Staff handbook
1C. Facilities, furniture and other materials are never or rarely checked to ensure that they are safe and free from hazards.	Facilities, furniture and other materials are checked for safety on an ad hoc basis.	Facilities, furniture and other materials are frequently checked and maintenance is performed when necessary.	Staff handbook
Quality Standard 2. Systems are in place to ensure the safety of all children, especially as they move from one place to another.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
2A. There is no formal procedure for arrival and dismissal. Staff members do not track participants' arrival to and departure from the program.	Most staff members follow an informal procedure to generally track participants' arrival to and departure from the program.	Staff members check participants in and out each day, and these records are kept with other attendance information.	Staff handbook
2B. Staff members are not aware of who is authorized to pick up each participant and what to do if an unauthorized person attempts to pick up a participant.	Some staff members know who is authorized to pick up each participant and what to do if an unauthorized person attempts to pick up a participant.	Each staff person knows who is authorized to pick up each participant and what to do if an unauthorized person attempts to pick up a participant.	Staff handbook

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>2C. Program space is accessible to unauthorized persons.</p>	<p>Staff members try to control access to program space.</p>	<p>Program space is secured and unauthorized persons are not granted access.</p>	<p>(person in charge of clipboard)</p>	
<p>2D. Equipment is not available to assist with staff communication within multiple areas of the program (e.g. intercom, cell phones, and two-way radios).</p>	<p>Occasionally, equipment is available and used to ensure staff communication within multiple areas of the program (e.g. intercom, cell phones, and two-way radios).</p>	<p>Equipment is always used to ensure staff communication within multiple areas of the program (e.g. intercom, cell phones, and two-way radios).</p>	<p>Staff handbook</p>	

Quality Standard 3. The staff supervises participants according to their ages, abilities and needs.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
3A. The staff does not communicate with children about rules and expectations.	The staff occasionally communicates with participants; boundaries are unclear.	The staff actively communicate with participants; setting clear boundaries through verbal and non-verbal cues.		
3B. The staff does not take into account participants' temperament, behavior and developmental capacity when supervising them.	The staff has some understanding of participants' temperament, behavior and developmental capacity and how this impacts how they should be supervised.	The staff takes into account participants' temperament, behavior and developmental capacity when supervising them.		
3C. The staff do not closely monitor participants during active play – indoor and outdoor.	The staff informally monitors participants during active play – indoor and outdoor.	The staff intentionally and consistently monitors and supervises participants during active play/high risk activities – indoor and outdoor.	Staff handbook – high risk activity/supervision	
Quality Standard 4. The staff uses safe and healthy practices.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
4A. Participants have access to medicines, cleaning agents and / or other potentially toxic materials (e.g. cleaning supplies).	Participants have limited access to medicines, cleaning agents and / or other potentially toxic materials (e.g. cleaning supplies).	Participants do not have access to medicines, cleaning agents and / or other potentially toxic materials (e.g. cleaning supplies).		
4B. The staff does not follow appropriate food handling processes from preparation to clean up.	The staff does not consistently follow appropriate food handling processes from preparation to clean up.	The staff follows all appropriate food handling processes from preparation to clean up.		

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
4C. There is no designated space for eating.	Space is inconsistently designated for eating and may or may not be clean.	A clean space is designated for eating. Area is cleaned before and after snack.		
4D. Staff members and participants do not wash hands at appropriate times, and do not follow hand washing procedures thoroughly.	Staff members and participants sometimes wash hands at appropriate times and sometimes follow hand washing procedures thoroughly.	Staff members and participants wash hands regularly at appropriate times and follow hand washing procedures thoroughly (before and after snack).	414.11 (h) OCFS Regulations <i>Staff must thoroughly wash their hands with soap and running water at the beginning of each day, before and after the administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors.</i>	
4E. Hand washing and other hygiene supplies are inadequately available.	Limited supplies of hand washing and other hygiene supplies are available.	Hand washing and other hygiene supplies are adequately available.		
4F. Drinking water is not available to participants as they wish and, when provided, is not always done so in a sanitary fashion.	Drinking water is sometimes available to participants and may or may not be offered in a sanitary fashion.	Drinking water is available to participants as they wish and provided in a sanitary fashion.		

Quality Standard 5. The staff is responsive to the individual health needs of each participant.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
5A. Staff members do not protect participants from communicable disease by separating those who become ill during the program, as a designated space is not available.	Staff members are inconsistent in how they protect participants from communicable disease by separating those who become ill during the program, as a designated space may or may not be available.	Staff members protect participants from communicable disease by separating those who become ill during the program, as a designated space is always available.	Staff handbook/ Coach's Tool
5B. Participants may choose to bring their own snack or supper, but food is not provided by the program. Not every participant has a snack and food is not regulated by staff members.	A snack or supper is provided on some days. Food options are based on what is readily available with limited selection, and not with consideration of healthy options. Food is sometimes regulated by staff members.	Appropriate amounts and types of food are provided. Special consideration is given to include a variety of nutrients, and to exclude foods that youth are commonly allergic to, such as peanuts. Food is always regulated by staff members.	Pre-visit documentation

60-Day Action Plan for Program Improvement  
Foundation Area: Indoor Space and Environment

Indicator identified for growth:

Indicator identified for growth:

Indicator identified for growth:

Please identify the specific steps / strategies that the program will employ to improve performance

Please identify the primary persons responsible for the task(s)

Please identify the resources needed to support the strategies

Notes / Comments

<b>Program Foundation Area: Indoor Space and Environment</b> <b>A quality program provides a safe physical space for all participants.</b>				
Quality Standard 6. There is enough room for all program activities and all participants.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
6A. The space is not accommodating for participants with special needs.	Limited accommodations are made to the indoor space for participants with special needs.	The program makes reasonable accommodations and adjustments to the indoor space for participants with special needs.	Staff handbook	
6B. There is no space identified for large-motor activities and active play when the weather is inclement.	While indoor space is available when weather is inclement, it is not adequate for large-motor activities and active play.	An indoor space is available for large-motor activities and active play when the weather is inclement.	Curriculum documentation	
6C. There is no storage space available to the program.	Limited storage space for supplies and equipment is available to the program.	There is adequate and convenient storage space.		
6D. The program space is not adequately equipped for the activities offered at the site.	The program space is adequately equipped for a select number of activities offered at the site.	The space is equipped for a range of activities; activities can occur simultaneously without significant disruption.		

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>6E. Space is insufficient for science, technology, art and other enrichment activities.</p>	<p>Limited space is available for science, technology, art and other enrichment activities.</p>	<p>Dedicated space is always available for science, technology, art, and other enrichment activities that are stocked with the needed materials.</p>	<p>Curriculum documentation</p>	
<p>6F. The arrangement of the physical space does not allow for positive interactions among participants, successful implementation of activities, or exploration of personal interests.</p>	<p>The arrangement of the physical space allows limited interactions among participants, successful implementation of activities, or exploration of personal interests.</p>	<p>The physical space is organized to allow interactions among participants, successful implementation of activities, and exploration of personal interests.</p>		

60-Day Action Plan for Program Improvement Foundation Area: Indoor Space and Environment		
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Indicator identified for growth:		
Indicator identified for growth:		
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Notes / Comments		

**In extreme cases, when a program is located in an area that is not safe for outdoor play, a WAIVER can be requested. If a waiver has been obtained, please DO NOT rate ANY of the indicators on this page. See Waiver Request at the end of The Program Practices Self-Study Tool.**

<b>Program Foundation Area: Outdoor Environment</b>				
<b>A quality program provides regular access to a safe outdoor space for all participants.</b>				
Quality Standard 7. Every participant has an opportunity to regularly play outdoors during program time, weather permitting.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
7A. The program does not schedule outdoor play.	The program occasionally schedules outdoor play.	The program has regularly scheduled times for outdoor play.	Daily Schedule	
7B. The program does not provide portable outdoor equipment.	The program has limited portable outdoor equipment.	The program has adequate portable equipment.		

Quality Standard 8. Participants have access to a variety of developmentally appropriate outdoor equipment and games for both active and quiet play.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
8A. Space is not available for quiet play.	There is limited space for quiet play.	There is adequate space for quiet play.		

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>8B. Space is not available to offer most sports and other physical games.</p>	<p>There is limited space, including fields or other open spaces, to offer most sports and other physical games.</p>	<p>There is adequate space, including fields or other open spaces, to offer most sports and other physical games.</p>		
<p>Quality Standard 9. Available outdoor equipment is suitable for the sizes and abilities of all participants.</p>				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>9A. Equipment does not offer varying levels of physical challenge.</p>	<p>Equipment offers limited levels of physical challenge.</p>	<p>Equipment offers various levels of challenge.</p>		
<p>9B. Equipment is not suitable for use by all participants (i.e. equipment is too small, too large, etc.).</p>	<p>Equipment is suitable for most participants, though some are unable to use certain pieces of equipment (i.e. equipment is too small, too large, etc.).</p>	<p>Equipment is suitable for all participants.</p>		

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<b>Program Foundation Area: Programming and Activities</b> <b>A quality program provides a rich array of activities and opportunities that support the physical, social, and cognitive growth and development of all participants.</b>				
<b>Quality Standard 10. Staff plan, organize and provide programming and materials that meet the developmental needs of all participants.</b>				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
10A. Activities are narrow in scope, and may only address one type of youth strengths and needs (academic, physical, social, or emotional).	The program includes several types of activities, and may address some youth strengths and needs (academic, physical, social, and / or emotional).	The program focuses on a wide variety of youth strengths and needs, including academic, physical, social and emotional needs.	Curriculum documentation/Participant planning	
10B. Activities are not intentional. Age, interests and skill level of the participants are not considered.	Activities are selected with some consideration of the age, interests and skill level of the participants.	The environment is organized so participants of different ages, sizes, and skill levels are comfortable and engaged.		
10C. No planned activities are offered.	All activities are offered in a large group format.	Mix of large and small group activities are available throughout day.		

Quality Standard 11. All participants are regularly engaged and encouraged to participate in a wide variety of activities.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
11A. The program schedule does not flow efficiently, therefore increasing participants' waiting time and risk of activity disruption. Participants are not kept engaged.	The program schedule has some gaps, with occasional increases in participants' waiting time and activity disruptions. Participants are not always engaged.	The program schedule provides minimal waiting time and disruption, ensuring that participants are kept engaged throughout activities and transitions.		
11B. Participants do not choose activities.	Participants occasionally choose activities.	Participants are provided with a wide variety of activities from which to choose.	Curriculum documentation	
Quality Standard 12. Staff actively promotes youth-led activities.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
12A. The program exclusively offers adult-led activities with no experiential learning opportunities for youth.	Activities are primarily adult-led with few project-based or experiential learning opportunities for youth.	Youth help to choose, design and implement projects and activities.	Participant planning/Curriculum documentation	
12B. Participants' play is consistently interrupted by staff members.	Staff members occasionally interrupt participants' play.	Staff members allow uninterrupted time for participants' play.		

Quality Standard 13. There are sufficient materials to support program activities.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
13A. All materials are incomplete and in poor condition.	Some materials are complete and in good condition.	Materials are complete and in good condition.	
13B. There are not enough materials for the number of participants in the program.	There are limited materials for all participants in the program.	There are ample materials for all participants in the program.	Budget
Quality Standard 14. The staff involves participants in activities that help them learn positive social values.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
14A. The program does not support participants' independence.	The program provides limited opportunities for participants to use their independence.	The program provides ample opportunities for participants to use their growing independence in safe and age-appropriate ways.	
14B. There are no opportunities for participants to engage in competitive or cooperative sports and games that help them learn to value fairness, teamwork and personal growth.	There are limited opportunities for participants to engage in competitive or cooperative sports and games that help them learn to value fairness, teamwork and personal growth.	There are competitive and cooperative sports and games that help participants learn to value fairness, teamwork and personal growth.	Curriculum documentation

Quality Standard 15. The staff actively promotes cultural awareness, understanding and diversity.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
15A. Participants are not given access to artwork, books or visual depictions that show a variety of cultures and ethnic groups.	Participants are given limited access to artwork, books or visual depictions that show a variety of cultures and ethnic groups.	Participants are given access to artwork, books and visual depictions that show a variety of cultures and ethnic groups.	
15B. The program does not offer cultural activities that introduce participants to the arts, such as drama, dance, music, literature, film, painting, etc.	The program offers cultural activities that introduce participants to the arts, such as drama, dance, music, literature, film, painting, etc on a limited basis.	The program regularly offers a variety of cultural activities that introduce participants to the arts, such as drama, dance, music, literature, film, painting, etc.	Curriculum documentation
Quality Standard 16. There are regularly scheduled times for creative arts and dramatic play.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
16A. Creative arts' materials and opportunities are not provided.	Some materials and opportunities are available to inspire creative arts.	Materials and opportunities are always provided to inspire creative arts.	

60-Day Action Plan for Program Improvement		
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<b>Program Foundation Area: Supporting and Inspiring Learning</b> <b>A quality program is academically responsive and provides activities that are aligned with and enrich learning standards and curricula.</b>			
Quality Standard 17. The staff encourages participants to be in charge of their own learning.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
17A. Participants are not provided with the space, time and materials to develop and carry out their plans.	Participants are sometimes provided with the space, time and materials to develop and carry out their plans.	Participants are provided with the space, time and materials to develop and carry out their plans.	
17B. Participants are not provided with opportunities to develop their language skills through a wide range of books and/or magazines that reflect diverse interests and reading abilities.	Participants are provided with some opportunities to develop their language skills through a limited range of books and/or magazines that reflect diverse interests and reading abilities.	Participants are provided with ample opportunities to develop their language skills through a wide range of books and/or magazines that reflect diverse interests and reading abilities.	

Quality Standard 18. The program actively supports participants’ academic development by providing a rich array of learning and enrichment activities.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
18A. The program does not offer homework help as a regular part of the schedule.	The program offers homework help, but not on a daily basis.	A portion of each day’s schedule is dedicated to homework help.	Daily Schedule	
18B. Participants are not provided with experiences that help them to develop cognitive skills.	Participants are sometimes provided with experiences that help them to develop cognitive skills.	Participants are regularly provided with experiences that help them to develop cognitive skills.	Curriculum documentation	
18C. Participants are not provided with experiences that help them to develop communication skills.	Participants are sometimes provided with experiences that help them to develop communication skills.	Participants are regularly provided with experiences that help them to develop communication skills.		
18D. Participants are not provided with experiences that help them to develop STEM skills.	Participants are sometimes provided with experiences that help them to develop STEM skills.	Participants are regularly provided with experiences that help them to develop STEM skills.		
18E. The program exclusively offers academic activities, such as homework help and math drills.	The program primarily offers academic activities such as homework help and math drills.	The program offers academic and non-academic, youth-centered, project-based, and experiential activities.	Curriculum documentation	

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<b>Program Foundation Area: Relationships</b> <b>A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants, families and communities.</b>			
<b>Quality Standard 19. Staff members respond appropriately to the individual needs of participants.</b>			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
19A. Staff members demonstrate little awareness as to reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively and creatively.	Staff members occasionally demonstrate reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively and creatively.	Staff members consistently demonstrate reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively and creatively.	
<b>Quality Standard 20. Staff members are actively and positively engaged with participants.</b>			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
20A. Staff members do not greet youth and make little or no effort to establish a personal connection with youth.	Staff members try to greet youth if they are available to do so.	A staff member makes an effort to establish a personal connection and assists participant in finding activities.	
20B. Staff members consistently multi-task while working with participants.	Staff members limit tasks that do not involve participants during the program time.	Staff members primarily engage in tasks that involve participants during the program time.	

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>20C. Staff members have been observed yelling at youth to get their attention as opposed to using their names.</p>	<p>Staff members are generally respectful of participants but only call participants by name sometimes.</p>	<p>Staff members know each participant by name and communicate respectfully with them.</p>		
<p>20D. There are no opportunities for youth to communicate with staff members and peers about the program, daily experiences and concerns.</p>	<p>There are few opportunities for youth to communicate with staff members and peers about the program, daily experiences and concerns.</p>	<p>Staff members talk with participants about their school day, their friends, their concerns and their feelings; a daily “check-in” is incorporated into the program routine.</p>		
<p><b>Quality Standard 21. Staff members treat all participants fairly and equitably.</b></p>				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>21A. Staff members consistently show differential treatment towards certain participants.</p>	<p>Staff members occasionally show differential treatment towards certain participants.</p>	<p>Staff members do not show differential treatment towards certain participants.</p>	<p>Coach’s Tool</p>	

Quality Standard 22. Staff members use positive techniques to guide the behavior of participants.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
22A. Staff members do not set nor communicate appropriate limits for participants.	Staff members set but rarely communicate in advance appropriate limits for participants.	Staff members set and communicate appropriate limits for participants.		
22B. Staff members use negative language and discipline strategies rather than teaching, supporting and praising positive behaviors.	Staff members occasionally use negative language and discipline strategies rather than teaching, supporting and praising positive behaviors.	Staff members use positive and consistent language and discipline strategies that teach, support and acknowledge positive behaviors.		
Quality Standard 23. Staff members promote respect and positive social interaction among the participants.				
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
23A. Staff members do not redirect participants when they are disrespectful to their peers.	Staff members occasionally redirect participants when they are disrespectful to their peers.	Staff members consistently encourage participants to be respectful to one another.		

Quality Standard 24. Staff members encourage participants to make choices and to become more responsible.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
24A. Staff members make all decisions about the program, such as what activities are offered, the types of snacks served and when participants interact with one another. Participants are told what they are doing and are never allowed to make their own choices.	Staff members make most decisions about the program, and allow participants to make basic choices such as which snack to choose or which chair to sit in. Participants rarely have the opportunity to exhibit signs of developing leadership skills.	Staff members give participants authentic opportunities to make decisions about the program structure and offerings and take leadership roles.	

Quality Standard 25. Staff members work well together to meet the needs of participants.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
25A. Staff members are disrespectful and / or hostile toward one another. Participants witness disrespectful behavior among staff members. Staff members work in isolation.	Staff members seem to be indifferent to one another. The staff rarely works as a team, and staff members do not take initiative to work together to best serve youth.	Staff members generally get along, positively work through conflicts and are respectful of one another. Staff members work as a team and develop strategies for utilizing each others' skills to best serve youth.	

Quality Standard 26. The staff and families interact with each other in positive ways; including social and educational events and frequent, regular communications.			
Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes
26A. There is little interaction between the staff and families. Staff members do not explicitly welcome families at the program site.	There is some interaction between the staff and families. Staff members welcome families who come to the program site, but they do not specifically invite them to visit other than when it is time to pick up their child.	There is frequent, regular interaction between families and staff members. Families are regularly made aware that they are always welcome at the program site to see their child engaged in activities and to participate in family activities and programs.	Staff handbook

Unmet (0)	Partially Met (1)	Met (2)	Supporting Evidence / Notes	
<p>26B. No effort is made to acknowledge family members; staff members' interactions with families appear disrespectful.</p>	<p>Staff members are inconsistent in how they acknowledge family members, at times appearing disrespectful.</p>	<p>Staff members' interactions with families are generally friendly, positive and respectful.</p>		
<p>26C. Staff members make no effort to form a partnership with families.</p>	<p>Staff members share some information with families.</p>	<p>Staff members regularly communicate and work in partnership with families by sharing information in a variety of ways.</p>		
<p>26D. There is no organized family information area.</p>	<p>There is evidence of a family information area.</p>	<p>There is a visible, well-organized family information area.</p>		

60-Day Action Plan for Program Improvement		
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**Signature / Verification Page**

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Program Supervisor's Signature                      Print Name                      Today's Date

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Program Administrator's Signature                      Print Name                      Today's Date

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Accreditation Coach's Signature                      Print Name                      Today's Date

**For AfterSchool Works! New York Staff Only**

**Date received:**

**Received by:**

### Request for Waiver

You may request a waiver for Program Foundation Area: Outdoor Environment if both of the following criteria are met:

- Your program is in an area that is not safe for outdoor play.
- You have a plan to meet the children’s needs regarding play and recreation.

**Your request must be filled out completely and submitted at least 30 days prior to sending in your application.**

Once your request has been received, your waiver will be considered by the AfterSchool Works! NY Review Panel. A preliminary decision will be made, and you will be notified. However, the final decision will be made by the Endorser. Should the Endorser challenge the decision made by AfterSchool Works! NY, an extension will be granted.

Please explain your reason for needing a waiver.

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Please explain your plan to meet the children’s needs.

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Program Supervisor’s Signature	Print Name	Today’s Date
Program Administrator’s Signature	Print Name	Today’s Date
Accreditation Coach’s Signature	Print Name	Today’s Date

**For AfterSchool Works! New York Staff Only**

Approved by \_\_\_\_\_ Today’s Date \_\_\_\_\_