

# INDICATORS FOR PRACTICE #1

PROGRAM: \_\_\_\_\_

## Approach Your Work with Vision, Purpose and Intentionality

The following indicators will help you establish a baseline and determine your progress in this practice area. Rubrics should be completed every two to three months by you as a program director or member of your program’s leadership team, and by site directors, site staff and partners. This will make it possible for you to identify areas in which this practice is especially strong and areas where it can and should be improved. The more input you have in this process, the more reliable the information will be. Keep in mind that the purpose of this tool is to assist you in creating and implementing action plans that will hasten the achievement of your goals and help you measure and manage your progress along the way.

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INDICATORS		1	2	3	4	5
<b><i>Program/Site Vision and Goals</i></b>						
1	We have a powerful vision of students and their families adopting healthy lifestyles and maintaining them over the course of their lifetimes.					
2	Our vision brings people with different interests, perspectives and experiences together in a common purpose.					
3	Our staff understands our vision and how to move toward achieving it in their everyday work with students.					
4	Our goals in the area of nutrition are clear, easily understood and achievable.					
5	Our goals in the area of physical activity are clear, easily understood and achievable.					
<b><i>Staff Development</i></b>						
6	We provide research-based training in nutrition and physical activity to our staff.					
7	We provide ongoing coaching and mentoring to ensure the effective translation of training into daily practices and approaches.					
<b><i>Staff Knowledge, Attitudes and Skills</i></b>						
8	The positive attitudes and behavior of our staff are evident in their healthy eating habits and regular physical activity.					

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INDICATORS		1	2	3	4	5
<b><i>Staff Knowledge, Attitudes and Skills continued</i></b>						
9	Our staff uses research-based resources, materials and curricula that build students' skills.					
10	Our staff uses approaches that are interesting and engaging to students.					
11	Our staff is clear about the connections between nutrition and health, and physical, mental and emotional well-being, and academic achievement.					
12	Our staff regularly offers suggestions and provides feedback to strengthen the activities we provide in nutrition education and physical activity.					
13	Our staff is working on improving their own nutrition and physical activity.					
<b><i>School and Community Relationships</i></b>						
14	We have established positive working relationships with the school district(s) and schools, and they share our vision.					
15	A variety of community partners share our vision and help us develop and strengthen the quality of our program and the nutrition and physical activities students are engaged in.					
<b><i>Evaluation and Assessments</i></b>						
16	We have a system in place that makes it possible for us to track our progress toward the achievement of our goals.					
17	We engage students in tracking their progress toward the achievement of their goals in the areas of nutrition and physical activity.					
18	We identify, celebrate and publicize our successes.					

## INDICATORS FOR PRACTICE #2

PROGRAM: \_\_\_\_\_

### Integrate Nutrition and Physical Activity Approaches with Youth Development Principles

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	INDICATORS	1	2	3	4	5
	<b><i>Staff Knowledge, Attitudes and Skills</i></b>					
1	Our staff understands the principles and practices of youth development.					
2	Our staff understands that how they approach their work is as important as the activities they provide.					
3	Our staff creates and maintains a physically safe environment for all staff and students.					
4	Our staff creates and maintains an emotionally safe environment for all staff and students.					
5	Our staff demonstrates respect for differences in the physical and cognitive abilities, appearances and skills of students.					
6	Our staff demonstrates respect for diversity in abilities, skill levels and interests of students.					
7	Our staff develops a sense of belonging and self-confidence as well as knowledge and skill building among students.					
8	Our staff holds high, equitable and developmentally appropriate expectations for all students in our program.					

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	<b><i>Student Knowledge, Attitudes and Skills</i></b>					
9	Students feel supported by and connected with our staff.					
10	Students are confident that they can openly discuss their concerns or anxieties with our staff.					
11	Students participate in the planning, development and debriefing of a variety of activities that reflect their interests.					
12	Students engage in a variety of experiential learning experiences that allow them to internalize and master new and life-long skills.					
13	Students are respectful of each other, regardless of differences in physical and cognitive abilities, appearance and skills.					
14	Students engage in a variety of small group, large group and individual activities.					
15	Students are enthusiastic and excited about learning new things and acquiring new skills in the areas of nutrition and physical activity.					
16	Students are increasingly knowledgeable about the importance of developing and maintaining healthy habits.					
17	All students have the opportunity to participate in activities, regardless of their gender, age, physical size or abilities.					
18	Students have regular opportunities to assess what is working and what could be improved in the physical activity and nutrition education activities in which they are participating.					
19	Students are given opportunities to lead a variety of activities.					

## INDICATORS FOR PRACTICE #3

PROGRAM: \_\_\_\_\_

### Offer Exciting, Engaging and Meaningful Learning Experiences and Environments

The following indicators will help you establish a baseline and determine your progress in this practice area. Rubrics should be completed every two to three months by you as a program director or member of your program's leadership team, and by site directors, site staff and partners. This will make it possible for you to identify areas in which this practice is especially strong and areas where it can and should be improved. The more input you have in this process, the more reliable the information will be. Keep in mind that the purpose of this tool is to assist you in creating and implementing action plans that will hasten the achievement of your goals and help you measure and manage your progress along the way.

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	INDICATORS	1	2	3	4	5
<b>Staff Knowledge, Attitudes and Skills</b>						
1	Our staff offers health-enhancing activities in nutrition education and physical activity that are exciting and engaging to students.					
2	Our staff offers activities and projects that are appropriate for students' ages and developmental levels.					
3	Our staff is knowledgeable about and uses research-based, behavior-focused nutrition education and approaches.					
4	Our staff is knowledgeable about and uses research-based, behavior-focused physical activities and approaches.					
5	The curricula our staff use and approaches they take are exciting and meaningful to students and incorporate their interests, choices and preferences.					
6	Our staff is aware of cultural differences, preferences and styles of students in our program.					
7	Our staff offers activities that are culturally relevant and reflect the different interests of children in our program.					

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	INDICATORS	1	2	3	4	5
<b><i>Student Knowledge, Attitudes and Skills</i></b>						
8	Students actively participate in ways that strengthen their physical, cognitive and social skills.					
9	Students are continually exposed to new ideas and experiences that motivate them to adopt healthy lifestyles and acquire life-long skills.					
10	Students are moderately to vigorously active for at least 45 minutes every day in our program.					
11	Students have a variety of opportunities to practice making healthy food choices.					
<b><i>Partnerships with Schools, Parents and Community-Based Organizations</i></b>						
12	Our nutrition approaches are aligned with the Health Framework, the eight components of coordinated school health, the Health Education Content Standards and the Nutrition Competencies.					
13	Our physical activity approaches are aligned with the Physical Education Framework, the After School Physical Activity Guidelines, the eight components of coordinated school health, and the Physical Education Model Content Standards.					
15	We engage community partners in developing and implementing nutrition and physical activity in our program.					

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<b><i>Evaluation and Assessments</i></b>						
16	We consistently link activities and projects with specific desired outcomes in nutrition.					
17	We consistently link activities and projects with specific desired outcomes in physical activity.					
18	We have tools in place to measure and manage progress toward achieving our program's goals and individual student goals.					
19	We regularly assess changes in the attitudes and behavior of staff and students as they relate to nutrition.					
20	We regularly assess changes in the attitudes and behavior of staff and students as they relate to physical activity.					

**INDICATORS FOR PRACTICE #4:**

**PROGRAM:** \_\_\_\_\_

**Commit to Partnering with Families, Schools and Your Community**

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INDICATORS		1	2	3	4	5
<b><i>Partnering with parents and families</i></b>						
1	Our leadership team and staff are committed to engaging schools, parents and guardians, and families and community members to support children and young people in our program.					
2	We educate families about the importance of healthy eating and physical activity.					
3	We keep students and parents and guardians informed about upcoming health-related programs and community family events.					
4	We involve parents and guardians as contributors to nutrition and physical activity components of our program.					
5	We provide families with information and resources that help them make healthy choices					
6	We include parents and families in events such as family nights, weekend excursions, culminating events, nutrition education classes and opportunities for physical activities.					



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<b>INDICATORS</b>						
<b><i>Working with schools</i></b>						
7	Our site staff works closely with our school to provide nutrition education and physical activity support and expertise to our program.					
8	Our staff works closely with the school's food service staff and/or dietitian.					
9	Our site staff actively participates in the implementation of our district's wellness policy at the site level, and it includes the afterschool program.					
10	Our site directors serve on school wellness committees.					
11	Our site staff is aware of the curricula and standards for nutrition and physical education used during the school day and reinforces them with afterschool activities.					
<b><i>Working with our community</i></b>						
12	We draw on community resources to offer a wide range of opportunities for students that otherwise would not be available to them because of the limited financial resources of their families.					
13	We utilize community resources to provide students with opportunities to learn about the importance of nutrition.					
14	We utilize community resources to provide students with opportunities to learn about the importance of physical activity.					
15	We regularly provide opportunities for students to be involved in off-site learning experiences that promote physical activity and sound nutrition practice.					
16	We regularly assess the impact our program is having on families, schools and our community.					

## INDICATORS FOR PRACTICE #5

PROGRAM: \_\_\_\_\_

### Strengthen Food Security

The following indicators will help you establish a baseline and determine your progress in this practice area. Rubrics should be completed every three months by you as a program director or member of your program's leadership team, and by site directors, site staff and partners. This will make it possible for you to identify areas in which this practice is especially strong and areas where it can and should be improved. The more input you have in this process, the more reliable the information will be. Keep in mind that the purpose of this tool is to assist you in creating and implementing action plans that will hasten the achievement of your goals and help you measure and manage your progress along the way.

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	INDICATORS	1	2	3	4	5
<b><i>Program Environment</i></b>						
1	Our program serves healthy snacks					
2	We encourage all students to participate in the school breakfast and lunch programs.					
3	Our program participates in the federally funded meal (supper) program.					
4	Foods offered in our program are healthful and comply with state and federal laws and requirements for schools.					
5	Our staff creates and maintains an environment that is free from marketing of products that do not align with our goal to create a healthy program.					
6	Students have opportunities to take fresh vegetables and fruits home.					
<b><i>Staff Knowledge, Attitudes and Skills</i></b>						
7	Our leadership team, staff and partners understand what food security means, and our staff is knowledgeable about the ways in which food insecurity negatively impacts children and young people's lives and their risk of obesity.					

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<b><i>Staff Knowledge, Attitudes and Skills continued</i></b>						
8	Our staff is familiar with the National School Lunch and Breakfast programs, SNAP/CalFresh, the WIC Program and other programs that provide food resources to low-income families.					
9	Our staff is knowledgeable about local food resources such as food banks, pantries and farmers' markets.					
10	We work with students to help them overcome barriers that may discourage them from participating in the school breakfast and lunch programs.					
11	We recognize that children and young people are capable of influencing the eating habits of their parents in a positive direction and actively encourage them to do so.					
<b><i>Partnerships with Schools, Parents and Community-Based Organizations</i></b>						
12	We work with our school district's food service staff (or our snack/meal sponsor) to improve the quality, quantity and variety of snacks/suppers for students in our program.					
13	We have a system in place to regularly inform parents and guardians about the availability of federal food assistance programs they may be eligible for.					
14	We routinely make information about food sources available to families of children enrolled in our program.					
15	We use a variety of approaches to educate parents about the importance of good nutrition.					

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	INDICATORS	1	2	3	4	5
	<b><i>Partnerships with Schools, Parents and Community-Based Organizations continued</i></b>					
16	We regularly hold special events that include healthy meals, which include fruits and vegetables, for children, young people and their families.					
17	We keep parents informed about the progress their children are making in choosing healthy foods.					
18	We support children and families' enrollment in health insurance through the Affordable Care Act and Medi-Cal.					
19	We work with local organizations to provide additional fruits and vegetables and other healthy foods to our students and their families.					
20	We work to bring about policy changes in our community that increase access to healthy foods for children and families.					
21	We regularly assess the impact our program is having on the food security of our students and their families.					

## INDICATORS FOR PRACTICE #6

PROGRAM: \_\_\_\_\_

### Secure Adequate and Sustainable Funding

The following indicators will help you establish a baseline and determine your progress in this practice area. Rubrics should be completed every two or three months by you as a program director or member of your program's leadership team, and by site directors, site staff and partners. This will make it possible for you to identify areas in which this practice is especially strong and areas where it can and should be improved. The more input you have in this process, the more reliable the information will be. Keep in mind that the purpose of this tool is to assist you in creating and implementing action plans that will hasten the achievement of your goals and help you measure and manage your progress along the way.

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INDICATORS		1	2	3	4	5
<b><i>Generating Balanced, Diversified and Sustainable Funding</i></b>						
1	We are clear about the ways in which our program generates new revenue and provides cost savings in our community.					
2	We are clear about the ways in which our program provides new revenue and cost savings to the school districts where our sites are located.					
3	We have an effective Executive Summary.					
4	We have a champion and a guiding team to support fund development efforts					
5	We have developed strong relationships with public officials and community leaders.					
6	We are successful in convincing public officials and community leaders of the value of investing in our program.					
7	We have secured adequate state, federal and local funding to support our program over time.					

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INDICATORS		1	2	3	4	5
<b><i>Generating Balanced, Diversified and Sustainable Funding continued</i></b>						
8	We have developed good working relationships with public agencies, including school districts and local health departments, in our area.					
9	We use print, television and social media to inform and attract potential funders					
10	We stay informed about potential revenue sources and funding streams to support our program in general and its nutrition and physical activity components in specific.					
<b><i>Securing Funding for Nutrition and Physical Activity Components</i></b>						
11	We are clear about the importance of combating childhood obesity and take advantage of the financial opportunities available to support this effort.					
12	We have a system in place that enables us to draw on federal funding to support nutrition and physical activity through grants and other forms of support.					
13	We have a system in place to learn about private foundation grants that are available to support our efforts in strengthening the health and well-being of students in our program.					
14	We receive adequate in-kind donations and other support to sustain and strengthen the nutrition and physical activity components in our program.					
15	We have secured grants to support our work in nutrition and physical activity and are meeting our grants' goals and objectives.					