**Family Resource and Youth Services Centers**

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 **Center Assessment for Growth Evaluation (CAGE)**

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| Center Name:       | School District:       |
| School(s):       |
| Regional Program Manager:       | Region #:  |
| Comments:       |
| Form Completed By:       | Your Position:       |
| Date of Review:       | Date Completed:       |
| Years as Coordinator:       |  |

The CAGE Tool is

* a tool used by Coordinators to determine center strengths as well as areas that need improvement.
* initiated by either center coordinator or Regional Program Manager (RPM). The RPM may initiate the CAGE Tool for various reasons: To help a “new” Coordinator of 1 – 2 years set goals, to help a Coordinator prepare for future monitoring, or to help a veteran Coordinator fine-tune center operations.
* completed by the center Coordinator, and results are reviewed together with the Regional Program Manager. This process enables the coordinator to get constructive feedback – affirmations and suggestions - regarding center programs and activities.
* a review of the center’s whole program and is organized by the Standards of Quality for Family Strengthening and Support and center operations. Coordinators evaluate the center on Standards of Quality and how they are incorporated within the various areas of each category.

The purpose is for you to assess each program area in the tool by asking yourself,

 Where does my center fall on the Standards of Quality continuum?

* Minimum Quality Not Yet Addressed
* Meets Minimum Quality
* Approaching High Quality
* Meets High Quality

The results are usually kept in-house and are used by the Coordinator for program enhancement. The awareness and feedback gained are valuable, and most Coordinators find the process to be well worth the effort.

**Family Centeredness**

1. **Assessment of Needs**
	1. **Do families and students have an active role in determining services and programs?**
	* *Corresponding standard: FC.1-Program encourages families to participate in program development and implementation. (FC.1.1)*

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| Family or student input is not sought in developing program and services | **→** | Family and student input is captured through a needs survey, which helps determine programs and services | **→** | There is a formal process to solicit family or student input to help shape and plan programs and services | **→** | Program’s design supports partnering with families to have an active role in the development and implementation of the program  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

What actions can move your center towards high quality?       |

1. **Relationship with Families:**
	1. **Shows Evidence of Home Visits**
	* *Corresponding standard: FC.2-Program is accessible and welcoming to families.(FC 2.1)*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No home visits; center provides all FRC/YSC services from school or community locations. | **→** | Center staff make occasional home visits as needed – usually to drop off clothes, food baskets, FRYSC information and/or school papers requiring signature | **→** | Center staff make regular home visits to students/families with school issues or family need when they cannot travel to the program site. | **→** | A formal structure is created detailing how center programs and services will be more accessible to students and families by center staff making frequent home visits to school families. Coordinator also makes joint visits with school personnel to lend support and assistance to help the student be successful |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

* 1. **Communication/Outreach**
	+ *Corresponding Standard: FC.3- Program conducts outreach to families and sustains constructive relationships with them. (FC.3.1 and 3.2)*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |  |
| Center does not communicate effectively with families/students | **→** | Center communicates through one or two methods of communication Examples: fliers, brochures, booths at events, etc. | **→** | Center communicates through a variety of methods of communication. Examples: social media and home visits  | **→** | Center has a formal communication plan. Center staff receive training on effective outreach strategies Examples: Parent Cafes, poverty trainings, etc. |  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

**Family Strengthening**

1. **Family/Student Strength and Empowerment**

*Corresponding standard***:** *FS.1 Program recognizes and affirms families’ strengths and resilience, and is responsive to their concerns and priorities. (FS 1.2)*

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| The center plans interventions and services for students and families without input from the family/youth. A generic array of programs and interventions are used to serve all families. | → | The center staff encourages positive family interactions, has educational material available in the center, offers parent and youth workshops and events to strengthen family function.  | → | The center staff provide researched based programs and interventions designed to strengthen and empower families. The staff has received the Strengthening Families training. | → | The center has a formal method of assessment to help families identify their specific resources and strengths to handle crises. The coordinator intentionally builds on the strengths identified and works alongside of families and youth in improving their life situation. Center staff regularly use the 6 Protective Factors Framework to increase family stability, enhance child development, and reduce child abuse. |

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What actions can move your center towards high quality?

1. **Follow-up with Families/Students Referred for Services**
	* *Corresponding standard***:** *FS.1 Program recognizes and affirms families’ strengths and resilience, and is responsive to their concerns and priorities. (FS1.2)*

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| Families/students are not referred for services | **→** | Families and students are referred for services but there is no follow-up on referrals.  | **→** | Center facilitates service access for families and students and conducts appropriate follow-up.  | **→** | The center partners with families and students to determine resource needs. Follow-up is made and documented to ensure services were delivered/obtained. |

Documentation is available of follow-up with families/students and referral services to ensure services were delivered/obtained.

No follow-up on families/students referred for services

Families/Students not referred for services

Follow-up with referral services/students

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What actions can move your center towards high quality?

1. **Family/Student Participation**
	* *Corresponding standard: FS.3 Program recognizes families as significant resources for their own family members and each other (FS.3.1 and 3.2)*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| The center does not provide opportunities for families/students to come together for support and or enrichmentactivities | **→** | The center recognizes the importance of engaging multiple family members or groups of students and encourages their participation in program activities. | **→** | The center provides opportunities for families to build social connections with each other for resource sharing and mutual support. | **→** | The center intentionally designs and provides activities, events and services that effectively engages multiple family members. Families/students are often involved in the planning process. |

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What actions can move your center towards high quality?

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**Embracing Diversity**

1. **Advisory Council Member Representation**
	* *Corresponding standard***:** *ED.1 Program acknowledges and respects the diversity of families, including their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects. (ED.1.2)*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| Advisory Council does not meet membership criteria  | → | Advisory Council meets membership criteria, but does not reflect the diversity of families served  | → | Advisory Council meets membership criteria and reflects the diversity of families served | → | Advisory Council meets membership criteria and center staff actively recruits members who represent all aspects of populations and family structures served. Members are actively involved in the council through regular attendance |

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What actions can move your center towards high quality?

1. **Diversity in Programming and Services**
	* *Corresponding standard***:** *ED.2 Program enhances the ability of families and staff to participate in a diverse society and to navigate the dynamics of difference (ED.2.1) and ED.3 Program engages in ongoing learning and adaptation of its practices to address diversity (ED.3.1).*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| Programming materials (including fliers, posters and program calendars) are written in languages of the families served | **→** | Center actively recruits participants from different cultures, generations and family structure to attend programming | **→** | Center provides workshops on diversity, promotes intergenerational activities, and sponsors events that helps participants experience other cultures | **→** | There is a formal process/plan to offer programs and services on-site in hard-to-reach and diverse communities. Members of diverse communities are often recruited to share with others regarding diverse cultural perspectives and parenting practices |

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What actions can move your center towards high quality?

**Community Building**

1. **Advisory Council (as it pertains to Community Building)**
	1. **Participation of Advisory Council**
	* *Corresponding standard***:** *CB.1 Program is involved in, and engages families in, the larger community building process (CB.1.2).*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| AC signs off on center activities (rubber stamp) | **→** | AC is infrequently involved in center plans, programs and policies  | → | Coordinator develops collaborative partnerships to encourage input into planning, implementation, and evaluation.  | **→** | AC has a formal structure that enables members to participate in center planning, implementation, and evaluation of activities.  |

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What actions can move your center towards high quality?

* 1. **Leadership**
	+ *Corresponding standard: CB.2 Program supports the development of community-based leadership (CB.2.1).*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| Coordinator leads meetings, sets agenda, Principal serves as chair.  | → | Coordinator leads meeting and sets agenda, other school staff serves as chair. | → | Community partner or parent serves as chair and facilitates the meeting.  | → | Parent serves as chair, actively assists in setting agenda and works in partnership with other members |

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What actions can move your center towards high quality?

**III. Training for Advisory Council members**

* + *Corresponding standard: CB.2 Program supports the development of community-based leadership (CB.2.1).*

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| Members participate in Council meetings with other stakeholders without prior training | **→** | Members are provided with written information on FRYSC program | **→** | Council members are trained and supported to facilitate leadership skills | **→** | Members receive ongoing training and support to serve in FRYSC Advisory Council Leadership roles |

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What actions can move your center towards high quality?

1. **Integration in the School Environment**
2. **School staff and Principal Support**

*Corresponding standard: CB.3 Program builds collaborative relationships with other organizations to strengthen families and communities (CB.3.1),*

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| **[ ]**  |  | **[ ]**  |  |  | **[ ]**  |  | **[ ]**  |
| Center staff works independently with minimum input from school staff and principal. | **→** | Center staff creates awareness of needs and local resources with school staff and principal, shares FRYSC mission, and reports on program activities.  | **→** |  | Center staff works in collaboration with school staff and principal to enhance programming and effectively serve families.  | **→** | Center staff works in partnership with school staff and principal to collaboratively develop initiatives to address student and family issues and avoid gaps and duplication of services.  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

What actions can move your center towards high quality?

1. **In-school Partnership**

*Corresponding Standard: C.B3 Program builds collaborative relationships with other organizations to strengthen families and communities (CB.3.1)*

* + 1. **Center Involvement in school committees and teams such as a SBDM committee, the PBIS team, the school leadership team and/or PLC meetings**

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No involvement; coordinator is not serving on any committees or teams  | → | Limited involvement; coordinator is occasionally a part of a school committee or team | → | Some involvement; attends meetings and/or has some communication with school administrators regarding student/school needs; serves on committees and teams | → | Center involvement is welcomed and solicited. Center staff serve on school committees. Coordinator reviews school assessment results, and communicates with school administrators regarding student and school needs. Coordinator serves on school leadership team. Center is clearly seen as greatly contributing to school designated outcomes. |

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What actions can move your center towards high quality?

1. **Center collaboration with other in-school programs, for example: Exceptional Children, Preschool/Headstart, Guidance Counselor, PTA/PTO, School Safety or Crises Response, Title Programs, 21st Century Schools, Community Education, In-School Intervention programs, SBDM**

*Corresponding standard: CB.3 Program builds collaborative relationships with other organizations to strengthen families and communities (CB.3.)*

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| No interaction between the programs. | → | Some knowledge of programs; some collaboration on limited basis.  | → | Developing partnerships to enhance effectiveness of both programs; regular collaboration | → | Center regularly works in partnership with relevant in-school programs to plan and implement activities that address student and family issues.  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

What actions can move your center towards high quality?

**C: Community Relations**

*Corresponding standard: CB.3 Program builds collaborative relationships with other organizations to strengthen families and communities (CB.3.1).*

**What is the involvement in your center?**

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|  |  | **Approaching****Minimum (No****Involvement)**  | **Meets** **Minimum****Quality (Limited****Involvement)**  | **Approaching** **High****Quality (Some****Involvement)**  | **Meets****High****Quality (Active****Involvement)** |
|  |   |  |  |  |  |
| **Business Collaborations** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Local/State Government Collaboration** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Faith Community Collaboration** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Local/Neighborhood Civic Organization Collaboration** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Day Care Collaboration** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Community representation on advisory council** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |
| **Community attendance at FRYSC programs and meetings** |  | **[ ] 1** | **[ ] 2** | **[ ] 3** | **[ ] 4** |

Describe your best community partnership:

What actions can move your center towards high quality?

**Evaluation**

1. **Evaluating Programs and Activities**
	* *Corresponding standard***:** E.4*Program demonstrates that it incorporates evaluation as a core component of programming (E.4.1).*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| Center programs and activities are not evaluated; data is collected on the number of program participants only. | **→** | Center informally evaluates program for participation and participant satisfaction, perception data. | **→** | Center evaluates program activities related to outcomes, i.e. pre-post tests, comparison of scores, etc. | **→** | Center has an annual evaluation plan to collect and share data with stakeholders. Outcome data is used for continuous program improvement.  |

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What actions can move your center towards high quality?

1. **Implementation and Impact Reporting**
	* *Corresponding standard***:** *E.3**Program collects and analyzes information related to program outcomes (E.3.1).*

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| There is no ongoing review of Action Components once they are written.  | **→** | Action Components are reviewed occasionally, but activity implementation and evaluation are not documented. Significant activities are targeted for Impact Reports | **→** | Center regularly reviews Action Components. Activity implementation and evaluation are recorded. Data collection tools show participant change following the intervention.  | **→** | There is a formal plan for center to track and analyze activity data; impact data is shared with stakeholders and activities are modified based on results.  |

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What programs or activities do you evaluate for outcome data (to determine change)?

**Program Fidelity**

**A: FRYSC Components**

**Family Resource Center Components:**

1. **Families in Training:**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
2. **Family Literacy**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
3. **After School Child Care**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
4. **Full-time Child Care**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
5. **Health Services/Referrals to Health Services**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?

**Youth Services Center Components:**

1. **Referrals to Health and Social Services**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
2. **Substance Abuse Education and Counseling**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
3. **Career Exploration and Development**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
4. **Summer and Part-Time Job Development (High School Students Only)**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?
5. **Family Crisis and Mental Health Counseling**
	1. How would you rate your center’s implementation of this component?
	2. What actions can move your center towards high quality?
	3. What Strengthening Families Protective Factor(s) are you addressing? What are your strategies for promoting the Protective Factors through these activities?

**\*Only Combined FRYSCs must fill out all ten (10) core components.**

**C: Advisory Council**

* 1. **Meeting Frequency: Does the Advisory Council meet 5 times per year (every other month excluding June and July):**

[ ]  **Yes**

[ ]  **No**

* 1. **Fiscal Responsibility: Does the coordinator provide a fiscal review of center initiatives/expenditures at every AC meeting?**

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| [ ]  | **Yes** |
| [ ]  | **No**  |

* 1. **Meeting Documentation: Minutes are recorded, reviewed at each meeting.**

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| [ ]  | **Yes** |
| [ ]  | **No**  |

* 1. **Publicity: A variety of communication mediums are used to publicize meetings in and out of school (School newsletters, marquee, local news media, school web page, social media, etc)**

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| [ ]  | Yes |
| [ ]  | No |

* 1. **Advisory Council By-Laws: By-laws are reviewed no less than every other year and contain all required elements.**

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| [ ]  | Yes |
| [ ]  | No |
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**CENTER OPERATIONS**

1. **Describe type and location of posted Center signs and hours of operation:**
2. **Is the Center open when school is not in session:**

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| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

**Describe coverage when the coordinator is out.**

**3.)** **The school district provides internet services and e-mail access and provides access to MUNIS online or provides printed reports monthly.**

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|  [ ]  | Yes |
|  [ ]  | No |

1. **Coordinator has full accesses needed for Infinite Campus to conduct center business.**

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| --- | --- |
|  [ ]  | Yes |
|  [ ]  | No |

1. **Center’s computer has software necessary to conduct business:**

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|  [ ]  | Yes |
|  [ ]  | No |

1. **If you serve more than one school, how do you (as Coordinator) maintain a personal presence in each school?**

**[ ] N/A**

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| Coordinator stays at one school. | → | No set hours at other school(s); coordinator visits other schools(s) when needed.  | → | Coordinator has set hours at each school.  | → | Coordinator and center staff rotate and split time equally at all schools.  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

What actions can move your center towards high quality?

1. **Space/facilities** (check all that apply)

 [ ] Adequate center space (at least 300 square feet)

[ ] Meeting area within the center (for Advisory Council, small group meetings, etc.)

 [ ] Private area for consultation

 [ ] Storage area

[ ] Space is ADA compliant

[ ] Environment is welcoming to students, parents and staff

**8) Center equipment** (check all that apply)

 [ ] Computer workstation with printer

 [ ] Access to copier

 [ ] Dedicated phone line or work cell phone

[ ] Voicemail

[ ] Access to scanner

**9) Does the center maintain a current inventory of equipment/furniture in the Center?**

[ ] Yes

 [ ] No

**10. Describe the staff evaluation process; who evaluates center staff and how often?**

**Budget Management**

1. **All required budget information is turned in on a timely basis (center and district)**

**Budget and Narrative**

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| --- | --- |
|  [ ]  | Yes |
|  [ ]  | No |

 **Does your current MUNIS report match your last RPM-approved budget?**

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|  [ ]  | Yes |
|  [ ]  | No |

FRYSC spending is reconciled monthly with a detailed monthly MUNIS report (from the District finance office OR via MUNIS on desktop).

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|  [ ]  | Yes |
|  [ ]  | No |

1. **FRYSC Funds are tracked in center with current totals for each activity code and reconciled monthly.**

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|  [ ]  | Yes |
|  [ ]  | No |

1. Non-FRYSC Funds are tracked in center with current totals for each activity code and reconciled monthly.

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|  [ ]  | Yes |
|  [ ]  | No |

1. In-Kind Contributions are assigned a monetary value and documented.

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|  [ ]  | Yes |
|  [ ]  | No |

G**. If you have applied for and received any additional funding, please list source(s) and amount(s):**

**Record Keeping**

**A. Maintains Center Documentation**

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No documentation of contact with clients | → | Maintains daily log and enters data into Infinite Campus (IC) occasionally  | → | Maintains daily log, referral form and enters data into IC at least every two weeks. | → | Maintains daily log, referral form, enters data into IC weekly, and documents feedback to referral source |

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**B. Maintains records for non-students (0-4 and adults) served by FRYSC**

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No documentation of contact with clients | → | Maintains daily log | → | Maintains daily log and documents referral | → | Maintains daily log, referral form, and documents feedback to referral source  |

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1. **Maintains records for large group activities not captured in Infinite Campus**

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| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No documentation of large group activities | → | Maintains sign in sheet | → | Maintains sign in sheet, large group activities form and program flier | → | Maintains sign in sheet, program flier, large group activity form and documents participant feedback  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality |

1. **Maintains records on programs, services and activities addressed with each Core and Optional component**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No documentation on Core/Optional components | → | Maintains calendar of programs/activities | → | Maintains calendar of programs and activities, maintains documents related to programs and activities (program announcements, sign in sheet, etc). | → | Maintains calendar of programs and activities, maintains documents related to programs and activities (program announcements, sign in sheets, etc) including evaluation data.  |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

1. **Documents Confidentiality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **[ ]**  |  | **[ ]**  |  | **[ ]**  |  | **[ ]**  |
| No documentation | → | Maintains parental consent forms or Consent to Case Conference (or Release of Information) as needed. | → | Maintains both parent consent forms, and consent to Case Conference as needed | → | Maintains both parent consent forms, consent to Case Conference as needed; Privacy Rights Act (FERPA) and Parental Consent Sheet posted (High School) |

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| Approaching Minimum |  Meets Minimum Quality Approaching High Quality Meets High Quality  |

What actions can move your center towards high quality record keeping?

**Professional Development**

A. **Did you receive all of the required training hours for last year?**

|  |  |
| --- | --- |
| [ ]  | Yes |
| [ ]  | No |

B. **In what areas would you like to have additional trainings?**

[ ] Center Operations

[ ] Leadership Skills

[ ] Social and Emotional Needs

[ ] Educational System & Academic Needs

[ ] Family Development

[ ] Other