**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 operation.
* 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?

* Foundational Quality Not Yet Addressed
* Meets Foundational 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- Center engages families and or students to participate in program development and implementation. (FC.1.1) Elements: Formal Structure, Family Partnership*

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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 | | **→** | Center’s design supports partnering with families or students to have an active role in the development and implementation of the program |

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1. **Relationship with Families:** 
   1. **Shows Evidence of Program Accessibility**
   * *Corresponding standard: FC.2-Center is accessible – physically/virtually, via time of operation, and languages - and welcoming to students and families. (FC 2.1) Element: Formal Structure*

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| No evidence of accessibility or contact outside of school or community locations. | **→** | Center Programs are flexible. Center operation and hours for programs are flexible. Offer information in language of those present. | **→** | Center staff schedule regular activities for students and families in their language. This includes school issues or family needs when they can not travel to the program site. | **→** | A formal structure is intentionally created for center programs and services in their language that will be accessible to students and families. |

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| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

* 1. **Communication/Outreach**
  + *Corresponding Standard: FC.3- Center conducts outreach to engage students and or families and sustains healthy relationships with them. (FC.3.1 and 3.2) Element: Formal Structure*

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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 Foundational | Meets Foundational 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 Center recognizes and affirms student and or families’ existing strengths and resilience and is responsive to their concerns and priorities. (FS 1.2) Elements: Formal Structure & Family Partnership*

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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 student or family interactions, has educational material available in the center, offers parent and youth workshops and events to strengthen student and family function. | → | The center staff coordinates researched based programs and interventions designed to strengthen and empower families. The staff has received Strengthening Families training. | → | The center has a formal method of assessment to help students and families identify their specific resources and strengths to handle crises. The coordinator collaborates with partners to intentionally build on the strengths identified and work 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.1Cente****r*** *recognizes and affirms students and or families’ existing strengths and resilience and is responsive to their concerns and priorities. (FS1.2) Elements: Formal Structure & Family Partnership*

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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. | **→** | Follow-up is made and documented to ensure services were delivered/obtained. |

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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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| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

1. **Family/Student Participation**
   * *Corresponding standard: FS.3 Center recognizes students and families as significant resources for their own family members and each other (FS.3.1 and 3.2) Elements: FS 3.1- Formal Structure; FS 3.2 Family Partnership*

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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 facilitates opportunities for students or families to build social connections with each other for resource sharing and mutual support. | | **→** | The center intentionally facilitates activities, events and services that effectively engages multiple family members. Families/students are often involved in the planning process. | |

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| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

**DIVERSITY, EQUITY, AND INCLUSION**

1. **Advisory Council Member Representation** 
   * *Corresponding standard***:** *DEI.1 Center respects, values, and embraces the diversity of students and or families, including their ethnicities, cultural traditions, languages, values, socioeconomic status, family structures, sexual orientation, religion and spirituality, individual abilities, immigration status, and other aspects. (DEI 1.2) Element: Formal Structure*

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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***:** *DEI.2 Center enhances the ability of staff members, students, and families to navigate a diverse society and to advance equity and inclusion. (DEI.2.1) and DEI.3 Program engages in ongoing reflection and adaptation to advance diversity, equity, and inclusion. (DEI.3.1). Element: Formal Structure*

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| Programming materials (including fliers, posters, and program calendars) are written in languages of the students and families served | **→** | Center actively recruits participants from different cultures, generations, and family structure to attend programming | **→** | Center coordinates workshops on diversity, promotes intergenerational activities, and collaborates on events that helps participants experience other cultures. Programs show equity and inclusion for students and families. | **→** | 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 to advance equity and inclusion. |

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What actions can move your center towards high quality?

**COMMUNITY STRENGTHENING**

1. **Advisory Council (as it pertains to Community Strengthening)**
   1. **Participation of Advisory Council**
   * *Corresponding standard***:** *CS.1 Center is engaged in community strengthening and builds collaborative relationships. (CS.1.2). Element: Formal Structure*

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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: CS.2 Center engages students and or families in community strengthening and supports their leadership development. (CS.2.1). Element: Family Partnership*

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| Coordinator leads meetings, membership ratios are out of balance, sporadic meetings, or non-voting members serve 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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| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

**III. Training for Advisory Council members**

* + *Corresponding standard: CS.2 Center engages students and families in community strengthening and supports their leadership development. (CS.2.1). Element: Family Partnership*

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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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| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

1. **Integration in the School Environment**
2. **School staff and Principal Support**
   * *Corresponding standard: CS.1 Center is engaged in community strengthening and builds collaborative relationships. (CS.1.2). Element: Formal Structure*

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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 students and 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 Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

1. **In-school Partnership**
   * *Corresponding Standard: CS.1 Center is engaged in community strengthening and builds collaborative relationships. (CS.1.2). Element: Formal Structure*

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: CS.1 Center**is engaged in community strengthening and builds collaborative relationships. (CS.1). Element: Formal Structure*

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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 Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

What actions can move your center towards high quality?

**C. Community Relations**

* + *Corresponding standard: CB.3 CS.1 Center is engaged in community strengthening and builds collaborative relationships. (CS.1). Element: Formal Structure*

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

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|  |  | **Approaching**  **Foundational (No**  **Involvement)** | **Meets**  **Foundational**  **Quality (Limited**  **Involvement)** | **Approaching**  **High**  **Quality (Some**  **Involvement)** | **Meets**  **High**  **Quality (Active**  **Involvement)** |
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| **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.1 *Center collects and analyzes information related to program outcomes (E 3.1).* *Elements: Data Analysis, Sharing Evaluation Results, Program Modification*

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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**Center collects and analyzes information related to program outcomes (E.3.1). Elements: Data Analysis, Sharing Evaluation Results, Program Modification*

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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:**

***Goal of Component:*** *To ensure a productive start in life for every child ages prenatal – 5 (with emphasis on prenatal – age 3), and promote a strong foundation for future school success. Centers will: 1. Recruit, engage and educate parents on early child development and parenting skills through consistent and ongoing contact\*; 2. Assist families in identifying developmental concerns; 3. Collaborate with community partners and link families to appropriate prevention and intervention services. \* Consistent and ongoing contact includes interactive home visits and group meetings with parents and parents and children together, with an emphasis on expectant parents, infants and toddlers and children not yet in school. Topics should include Early brain development, child abuse prevention, appropriate developmental experiences, and the importance of education.*

* 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. How are you utilizing group meetings, home visits, and community collaboration to support and educate parents on child development parenting skills and community resources?

1. **Family Literacy**

***Goal of Component:*** *To move families toward self-sufficiency and work to break the cycle of poverty by providing a comprehensive family literacy program through on-going center, school and community activities that must include: 1. Child time: Developmentally-appropriate educational activities for children; 2. Parent time: Instruction in parenting; strategies for families to support their child’s education and enhance the homeschool relationship; 3. Parent and child together time: Quality educational interaction between parents and their children that promotes lifelong learning and supports parents in their role as their child’s first teacher; 4. Adult education: Parent instruction in academic and employability skills; assisting parents to obtain their GED or postsecondary education goals.*

* 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?

1. **After School Child Care**

***Goal of Component:*** *To identify, coordinate and/or develop resources to ensure children have access to quality out-of-school time child care and enrichment activities. This will reduce unsupervised time, increase interpersonal skills, and promote continuation of learning during out-of-school time (i.e. before/after school hours, seasonal breaks, etc.)*

* 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?

1. **Full-time Child Care**

***Goal of Component:*** *To provide access to full-time quality child care, centers will identify, coordinate and/or develop resources for child care. Early learning experiences promote growth, education, and successful transition into school for children. Access to quality care may help families continue employment and/or education*.

* 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?

1. **Health Services/Referrals to Health Services**

***Goal of Component:*** *To improve the overall health and well-being of students through activities that support the Whole School, Whole Community and Whole Child (WSCC) model\*, therefore increasing students’ ability to succeed in school. This WSCC model supports the whole child through ten components: • Health Education • Physical Education and Physical Activity • Nutrition Environment and Services • Health Services • Counseling, Psychological and Social Services• Social and Emotional climate • Physical Environment • Employee Wellness • Family Engagement • Community Involvement*

* 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**

***Goal of Component:*** *To improve the overall health and well-being of students through activities that support the Whole School, Whole Community and Whole Child (WSCC) model\*, therefore increasing students’ ability to succeed in school. This WSCC model supports the whole child through ten components: • Health Education • Physical Education and Physical Activity • Nutrition Environment and Services • Health Services • Counseling, Psychological and Social Services • Social and Emotional climate \*Physical Environment • Employee Wellness • Family Engagement • Community Involvement*

* 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?

1. **Substance Abuse Education and Counseling**

***Goal of Component:*** *To assist in the prevention of the use of alcohol, tobacco and other drugs (ATOD) and improve decision-making skills by educating students and families; and the reduction of ATOD use through coordination of counseling services and education*

* 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?

1. **Career Exploration and Development**

***Goal of Component:*** *To promote college and/or career readiness for all students by preparing them for future employment and successful transition into adult life through collaboration with school and community resources.*

* 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?

1. **Summer and Part-Time Job Development (High School Students Only)**

***Goal of Component:*** *To introduce students to the world of work through education, job-related skills, and work experience by collaborating with community resources. Twenty-first century skills such as critical-thinking, problem-solving, goal-setting, leadership and decision-making will be emphasized.*

* 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?

1. **Family Crisis and Mental Health Counseling**

***Goal of Component:*** *To increase self-management and coping strategies by assisting students and families with mental health needs and/or other crises through the identification and coordination of services (i.e. for grief, illness, bullying, incarceration, dating/domestic violence, loss of income, child abuse, etc.)*

* 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. **AC Meeting minutes are uploaded to FRYSC Counts after each scheduled 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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|  | 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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|  | 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 detailed journal 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 Foundational | Meets Foundational 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**

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

**Budget and Narrative**

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

|  |  |
| --- | --- |
|  | Yes |
|  | No |

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

**RECORD KEEPING**

1. **Maintains Center Documentation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| 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 |

**- ------------------------------------------------ -----**

|  |  |
| --- | --- |
| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| No documentation of contact with clients | → | Maintains daily log & Unenrolled section in FRYSC Counts. | → | Maintains daily log, documents referrals & Unenrolled section in FRYSC Counts. | → | Maintains daily log, referral form, Unenrolled section in FRYSC Counts.and documents feedback to referral source |

**- ------------------------------------------------ -----**

|  |  |
| --- | --- |
| Approaching Foundational | Meets Foundational Quality Approaching High Quality Meets High Quality |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| 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 |

**- ------------------------------------------------ -----**

|  |  |
| --- | --- |
| Approaching Foundational | Meets Foundational 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. |

**- ------------------------------------------------ -----**

|  |  |
| --- | --- |
| Approaching Foundational | Meets Foundational 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 Foundational | Meets Foundational 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 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