

**2 Year Status Update**

Please complete the following two year status update. The indicators from the APOST Quality Self-Assessment (QSA) tool are on the left. Copy last year’s action plan to fill in the column “Action Plan from Last Year”. Then provide an update in the “Status Update” column to let APOST know where you are with your action plan. Finally, complete a new action plan for the coming year in the second part of this document. If you have any questions or need assistance, please contact APOST at apostpgh@gmail.com.

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Action Plan from Last Year** | **Status Update** |
| **Structure & Management** | | |
| 1.1.1 Implements a standard hiring process that ensures all staff including, paid, volunteers, and interns, have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position. |  |  |
| 1.1.2 Strives to recruit a diverse group of staff who reflect the racial, ethnic, gender, family, and community characteristics of the youth participants. |  |  |
| 1.1.3 Provides paid on-going professional development opportunities including workshops, conferences, etc. to all staff including paid, volunteer, and interns on a quarterly or more frequent basis to address the unique characteristics of youth and families. |  |  |
| 1.1.4 Provides all staff including paid, volunteer and interns with an orientation that includes a review of the job description, personnel policies and policy standards. |  |  |
| 1.1.5 Tracks annual turnover rates of all staffing levels and implements strategies to maintain a consistent workforce and staff-to-participant ratio. |  |  |
| **Positive Connections** | | |
| 2.1.1 Has staff that respect and communicate with one another and youth; and are role models of cooperation, behavior, conflict resolution, and positive adult relationships. |  |  |
| 2.1.2 Provides team and relationship building activities to all staff including paid, volunteer, and interns on a quarterly or more frequent basis. Examples include having staff lunches, team meetings, staff outings/retreats, etc. |  |  |
| 2.1.3 Has clearly defined behavior policies and discipline procedures that are communicated to youth participants, their families, and staff through parent, staff, and youth handbooks, orientations, and/or meetings. |  |  |
| 2.1.4 Staff implements consistent rewards and consequences for participant behavior. |  |  |
| 2.2.1 Staff provides partners and stakeholders with regular updates about program events, activities, and achievements in a variety of formats such as through a program website, newsletters, scheduled meetings, flyers, and/or via emails. |  |  |
| 2.2.2 Obtains input from stakeholders about program performance through a variety of ways such as parent/youth surveys, parent meetings, community advisory boards, focus groups, etc. |  |  |
| 2.2.3 Accesses resources within the community by seeking support from and building relationships with local businesses, colleges, universities, community leaders, and elected officials. |  |  |
| 2.3.1 Offers youth participants opportunities to express their ideas, concerns, and opinions about deciding on service-learning and community projects, some of which include formal and informal conversations, surveys, and youth councils. |  |  |
| 2.3.2 Offers youth opportunities to engage in their community through service-learning and community service projects such as planting a community garden, neighborhood clean-ups, volunteering with the elderly, peer mentoring, etc. |  |  |
| **Safety & Health** | | |
| 3.1.1 Provides emergency procedure trainings, and staff and youth know what to do in case of a general emergency. |  |  |
| 3.1.2 Conducts all required fire/safety drills at a minimum of four times year. |  |  |
| 3.1.3 Has youth participant files that include emergency contact information, medical release forms, allergy and health information. |  |  |
| 3.1.4 Provides adequate safety and security which may include having security guards, cameras, and alarms, sign-in/sign-out procedures, staff identification shirts or badges, and proper staff/student ratio according to the age group of students. |  |  |
| 3.1.5 Requires that all staff including volunteers and interns have approved Child Abuse Clearances, Criminal Records Checks, and FBI Clearances updated yearly. |  |  |
| 3.2.1 Has indoor/outdoor equipment and space that meets state and local health, safety and cleanliness requirements. |  |  |
| 3.2.2 Has policies and procedures regarding the use and maintenance of the indoor/outdoor area facilities and for regularly checking safety repairs. |  |  |
| 3.3.1 Has access to enough equipment, supplies, and space that is appropriate and suitable for physical activities that meets the needs of all youth. |  |  |
| 3.3.2 Provides healthy nutritious snacks and/or dinner in accordance state and federal guidelines. Program utilizes partnerships with outside business or companies. |  |  |
| 3.3.3 Offers youth participants the opportunity to engage in daily moderate- to- vigorous physical activity that is modeled by staff. |  |  |
| **Activities** | | |
| 4.1.1 Activities are intentionally planned to align with the clear mission statement and goals of the program and to promote the development of all youth. |  |  |
| 4.1.2 Addresses the academic, physical, social, and emotional needs of the participants which incorporates a variety of age-appropriate instructional strategies to help youth participants build and master skills and content. |  |  |
| 4.1.3 Staff including volunteers and interns receive training to help them effectively implement age and skill appropriate activities and equip staff to understand youth’s interests, talents, life experiences, and developmental needs. |  |  |
| 4.2.1 Offers structured, engaging experiences that address the physical, cognitive, social, emotional, and creative domains of youth development. |  |  |
| 4.3.1 Encourages youth input and participation in program activity planning, field trip selections, and implementation by having youth provide formal and informal opportunities to evaluate activities, be involved in the decision making process, and have opportunities to lead activities. |  |  |
| 4.3.2 Integrates opportunities for the development of youth personal responsibility, self-direction, and leadership throughout the program. |  |  |
| 4.4.1 Environment, activities and policies reflect positive regard for the youth, families and their cultural backgrounds and promote positive interactions. |  |  |
| 4.4.2 Offers youth opportunities to explore, share, and celebrate their heritage and culture with others. Examples include attending cultural plays and field trips, having special celebrations, and participating in interactive cultural arts lessons |  |  |

**\*\*PLEASE CONTINUE TO THE NEXT PAGES FOR THE 2nd YEAR ACTION PLAN!\*\***



**Afterschool & Summer Programs Action Plan Year 3**

To help you move forward in the process of striving for quality, we ask you to create an action plan for every year. Please set goals for 3-5 indicators that need improvement (refer to indicators rated low in your QSA). **Use the SMART goals framework to help you—Specific, Measurable, Attainable, Relevant, and Timely**. Include dates when possible and be as specific as you can.

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Specific & Measurable Action** | **Title (s) of Person(s) Responsible** | **Deadline** |
| **Structure & Management** | | | |
| 1.1.1 Implements a standard hiring process that ensures all staff including, paid, volunteers, and interns, have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position. |  |  |  |
| 1.1.2 Strives to recruit a diverse group of staff who reflect the racial, ethnic, gender, family, and community characteristics of the youth participants. |  |  |  |
| 1.1.3 Provides paid on-going professional development opportunities including workshops, conferences, etc. to all staff including paid, volunteer, and interns on a quarterly or more frequent basis to address the unique characteristics of youth and families. |  |  |  |
| 1.1.4 Provides all staff including paid, volunteer and interns with an orientation that includes a review of the job description, personnel policies and policy standards. |  |  |  |
| 1.1.5 Tracks annual turnover rates of all staffing levels and implements strategies to maintain a consistent workforce and staff-to-participant ratio. |  |  |  |
| **Positive Connections** | | | |
| 2.1.1 Has staff that respect and communicate with one another and youth; and are role models of cooperation, behavior, conflict resolution, and positive adult relationships. |  |  |  |
| 2.1.2 Provides team and relationship building activities to all staff including paid, volunteer, and interns on a quarterly or more frequent basis. Examples include having staff lunches, team meetings, staff outings/retreats, etc. |  |  |  |
| 2.1.3 Has clearly defined behavior policies and discipline procedures that are communicated to youth participants, their families, and staff through parent, staff, and youth handbooks, orientations, and/or meetings. |  |  |  |
| 2.1.4 Staff implements consistent rewards and consequences for participant behavior. |  |  |  |
| 2.2.1 Staff provides partners and stakeholders with regular updates about program events, activities, and achievements in a variety of formats such as through a program website, newsletters, scheduled meetings, flyers, and/or via emails. |  |  |  |
| 2.2.2 Obtains input from stakeholders about program performance through a variety of ways such as parent/youth surveys, parent meetings, community advisory boards, focus groups, etc. |  |  |  |
| 2.2.3 Accesses resources within the community by seeking support from and building relationships with local businesses, colleges, universities, community leaders, and elected officials. |  |  |  |
| 2.3.1 Offers youth participants opportunities to express their ideas, concerns, and opinions about deciding on service-learning and community projects, some of which include formal and informal conversations, surveys, and youth councils. |  |  |  |
| 2.3.2 Offers youth opportunities to engage in their community through service-learning and community service projects such as planting a community garden, neighborhood clean-ups, volunteering with the elderly, peer mentoring, etc. |  |  |  |
| **Safety & Health** | | | |
| 3.1.1 Provides emergency procedure trainings, and staff and youth know what to do in case of a general emergency. |  |  |  |
| 3.1.2 Conducts all required fire/safety drills at a minimum of four times year. |  |  |  |
| 3.1.3 Has youth participant files that include emergency contact information, medical release forms, allergy and health information. |  |  |  |
| 3.1.4 Provides adequate safety and security which may include having security guards, cameras, and alarms, sign-in/sign-out procedures, staff identification shirts or badges, and proper staff/student ratio according to the age group of students. |  |  |  |
| 3.1.5 Requires that all staff including volunteers and interns have approved Child Abuse Clearances, Criminal Records Checks, and FBI Clearances updated yearly. |  |  |  |
| 3.2.1 Has indoor/outdoor equipment and space that meets state and local health, safety and cleanliness requirements. |  |  |  |
| 3.2.2 Has policies and procedures regarding the use and maintenance of the indoor/outdoor area facilities and for regularly checking safety repairs. |  |  |  |
| 3.3.1 Has access to enough equipment, supplies, and space that is appropriate and suitable for physical activities that meets the needs of all youth. |  |  |  |
| 3.3.2 Provides healthy nutritious snacks and/or dinner in accordance state and federal guidelines. Program utilizes partnerships with outside business or companies. |  |  |  |
| 3.3.3 Offers youth participants the opportunity to engage in daily moderate- to- vigorous physical activity that is modeled by staff. |  |  |  |
| **Activities** | | | |
| 4.1.1 Activities are intentionally planned to align with the clear mission statement and goals of the program and to promote the development of all youth. |  |  |  |
| 4.1.2 Addresses the academic, physical, social, and emotional needs of the participants which incorporates a variety of age-appropriate instructional strategies to help youth participants build and master skills and content. |  |  |  |
| 4.1.3 Staff including volunteers and interns receive training to help them effectively implement age and skill appropriate activities and equip staff to understand youth’s interests, talents, life experiences, and developmental needs. |  |  |  |
| 4.2.1 Offers structured, engaging experiences that address the physical, cognitive, social, emotional, and creative domains of youth development. |  |  |  |
| 4.3.1 Encourages youth input and participation in program activity planning, field trip selections, and implementation by having youth provide formal and informal opportunities to evaluate activities, be involved in the decision making process, and have opportunities to lead activities. |  |  |  |
| 4.3.2 Integrates opportunities for the development of youth personal responsibility, self-direction, and leadership throughout the program. |  |  |  |
| 4.4.1 Environment, activities and policies reflect positive regard for the youth, families and their cultural backgrounds and promote positive interactions. |  |  |  |
| 4.4.2 Offers youth opportunities to explore, share, and celebrate their heritage and culture with others. Examples include attending cultural plays and field trips, having special celebrations, and participating in interactive cultural arts lessons |  |  |  |

**Feel free to contact APOST at any time during the process at 412.456.6876 or apostpgh@gmail.com.**