



**FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

# ENGAGE YOUR COMMUNITY

## COMMUNITY HEALTHY LIVING INDEX

At the Y, strengthening community is our cause. Creating opportunities for healthy living makes a community stronger. The Community Healthy Living Index (CHLI) can help communities transform themselves into ones that provide the best opportunities for individuals and families to be active, eat right and live healthier. Our hope is that this resource will advance the larger healthy communities movement across the nation.

CHLI is a compilation of assessment tools that measure opportunities for physical activity and healthy eating in areas that impact an individual's daily life. These tools will help you facilitate a community-wide effort to increase opportunities for healthy living.

A host of experts, including representatives from governmental agencies, nonprofits, and academic institutions, have collaborated to create these tools. Experts from YMCA of the USA, Stanford University, Harvard University, and St. Louis University have co-lead the effort with funding from the Centers for Disease Control and Prevention and the Robert Wood Johnson Foundation.

The specific areas that the community assessment tools focus on are: (1) afterschool child care sites, (2) early childhood programs, (3) neighborhoods, (4) schools, (5) work sites, and (6) the community at large.

Team members who participate in this process will be able to plan for policy and environmental change strategies, identify and remove barriers, and expand opportunities for healthy living in communities where individuals of all ages live, work, learn, and play. The ultimate aim of this work is not to assess where these sites are today, but to set a course for where they can go tomorrow and how they will build environments that support healthy living.

The CHLI assessments have been pilot tested in over 10 communities and our university experts have evaluated the pilot results and modified the tools to ensure the assessments are easy to understand and scientifically reliable.

The CHLI assessment and improvement plan process needs to take place with the engagement of a broad set of community stakeholders. The CHLI tools will help Ys and communities take the lead to convene stakeholders and facilitate the assessment and improvement planning process. No one can do this work alone; it will be incumbent on local and community leaders and advocates to assess, discuss, design, and implement improvement plans.

<http://www.ymca.net/communityhealthylivingindex>



**Planting  
the Seeds**



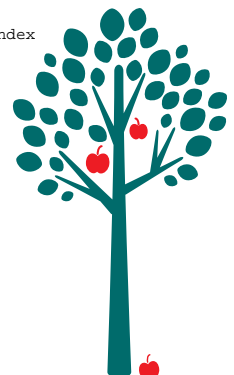
**Nourishing  
a Root System**



**Nurturing  
for Growth**



**Cultivating  
Healthy Fruit**



**Harvesting  
the Rewards**

# AFTERSCHOOL CHILD CARE SITE ASSESSMENT

YMCA association/CHLI number: \_\_\_\_\_ Assessment date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Community team: \_\_\_\_\_

CHLI point person: \_\_\_\_\_

Names of CHLI coordinators assigned to afterschool child care site: \_\_\_\_\_

---

---

---

---

---

---

---

---

Names and titles of individuals interviewed at afterschool child care site: \_\_\_\_\_

---

---

---

---

---

---

---

---

## I. GENERAL INFORMATION

1. Name of afterschool child care program:

\_\_\_\_\_

2. Location of afterschool child care program:

2.a. Zip code: \_\_\_\_\_

2.b. County: \_\_\_\_\_

3. Total number of students attending on an average day, registered as of January 1 of current year:

\_\_\_\_\_

4. Predominant student population served in afterschool child care program (check all that apply):

Primary/elementary (5 to 11 years old)     Middle school (11 to 13 years old)

5. Type of agent operating the program:

Private     Government (e.g., school district, parks and recreation)

Not-for-profit (e.g., church, YMCA)

6. Is the program licensed by a state agency?

Yes     No     Don't know

7. Is the program accredited by a national organization?

Yes

No

8. If the program is accredited by a national organization, check all that apply. If it is not, skip to question 9.

NAEYC (National Association for the Education of Young Children)

NAA (National Afterschool Association)

9. Afterschool program setting (check the best description):

Urban     Suburban     Rural

Rough definitions of urban, suburban, and rural settings are below. Recognize that these are only general guidelines, and each situation may be unique.

- Urban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations less than or equal to a half mile or a 10-minute walk from most homes
- Suburban: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreation facilities, or other community destinations approximately one mile or a 20-minute walk from most homes
- Rural: an area that has an assortment of shopping destinations, a school, a place of worship, parks or recreational facilities, or other community destinations at least two miles or a 40-minute or longer walk from most homes

**10.** Household income level of the majority of students participating in the program (check the best description):

- Low income     Lower-middle income     Middle income  
 Upper-middle income     High income

**11.** Median household income (half the incomes are above this number and half are below) of the participating students (check the best estimated category):

- \$0–\$25,000     \$25,001–\$40,000     \$40,001–\$60,000  
 \$60,001–\$75,000     \$75,001 or more

**12.** Percentage of students eligible for free and/or reduced-price meal program, including National School Lunch, School Breakfast, and Summer Food Service programs:

- 0%–20%     21%–40%     41%–60%     61%–80%     81%–100%

**13.** Ethnic makeup of students participating in the afterschool child care program (provide an approximate percentage for each category to add up to 100 percent). Note that the federal government considers race and Hispanic origin to be two distinct concepts. This question asks only about Hispanic origin. The following question asks about race.

\_\_\_\_\_ % Spanish, Hispanic, or Latino (of any race)

\_\_\_\_\_ % Not Spanish, Hispanic, or Latino (of any race)

**14.** Racial makeup of the students participating in the afterschool child care program (provide an approximate percentage for each category to add up to 100 percent):

\_\_\_\_\_ % White

\_\_\_\_\_ % Black or African-American

\_\_\_\_\_ % American Indian and Alaska Native

\_\_\_\_\_ % Asian

\_\_\_\_\_ % Native Hawaiian and Other Pacific Islander

\_\_\_\_\_ % Some other race/two or more races

## II. PROGRAMS, PHYSICAL ENVIRONMENT, PROMOTION, AND POLICY

The CHLI assessment process is not a measure of success or failure but rather an important part of developing a plan for improvement in your community. Please be candid and accurate as you answer the questions below.

### A. PHYSICAL ACTIVITY OPPORTUNITIES

1. An evaluated curriculum is in place for children to have opportunities for physical activity.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
2. Moderate (e.g., brisk walking), fun physical activity and play (i.e., time to engage in a variety of physical activity options) includes outdoor activities wherever possible and is offered daily for the following amounts of time: <ul style="list-style-type: none"> <li>• 30 minutes for half-day afterschool child care programs</li> <li>• 60 minutes for all-day, holiday, and vacation programs</li> </ul>	<input type="checkbox"/> Always/almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
3. Vigorous (e.g., more intense activity, such as jogging or basketball), fun physical activity is offered as an option three times a week (at least 20 minutes each time) and includes outdoor activities whenever possible.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
4. Physical activities offered are age appropriate.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
5. These physical activities are provided under the guidance of an adult who has received job training or education in physical activity.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
6. Staff models positive behaviors related to physical activity by participating in physical activities with children.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
7. Children are given an equal opportunity to participate in physical activity regardless of physical ability or skill level.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
8. Staff avoid using practices that result in some children spending considerable time being inactive in physical activity programs (e.g., having many children stand in line or on the sidelines watching others and waiting for a turn) and thus keeping children moderately to vigorously active in physical activity programs.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
Rate your confidence in your answers for this section:	<input type="checkbox"/> Very high	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> Very low

## B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY

1. Facilities and equipment are provided to allow safe, age-appropriate physical activity and play, regardless of skills or physical ability.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2. These facilities and equipment are well maintained.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
3. The program is free from the use of television, video, video games, and computers for noneducational purposes.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
4. The program site is free from the use or display of products (including mass and internal media, music, posters, and other print materials) that encourage sedentary lifestyles (e.g., featuring slogans that promote inactivity such as “slacker,” “couch potato,” etc.).	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
Rate your confidence in your answers for this section:	<input type="checkbox"/> Very high	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> Very low

## C. HEALTHY EATING OPPORTUNITIES

1. An evaluated curriculum is in place for children to have opportunities for healthy eating.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
2. Snack/meal times introduce a variety of appealing healthy food and beverage options to children, based on the following standards:					
2.a. Offer fruits and vegetables daily.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2.b. Offer more whole-grain than non-whole-grain options. Note: The ingredients list can help to determine if a product contains whole grains. One easy way of identifying whole grains is to look for the word whole, as in whole wheat or whole oats. In contrast, common examples of ingredients that are not definite whole-grain options may include wheat flour or enriched flour.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2.c. Serve foods that are low in saturated fat and have no trans fats.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2.d. Offer predominantly nonfat and low-fat dairy products (e.g., milk, yogurt).	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%

## C. HEALTHY EATING OPPORTUNITIES (CONTINUED)

2.e. Offer water as a primary drink option.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2.f. Do not serve sugar-sweetened drinks.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
2.g. Do not serve fried foods.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
3. Staff models healthy eating behaviors during snack and meal times by eating healthy snacks and meals themselves.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half the time 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
4. To make healthy foods more enticing, children are involved in healthy snack or meal preparation and clean up every day.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
5. The program enforces hand-washing practices after activities and before eating.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
Rate your confidence in your answers for this section:	<input type="checkbox"/> Very high	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> Very low

## D. PHYSICAL ENVIRONMENT RELATED TO FOOD/NUTRITION

1. Program facilities (e.g., sink, counter, refrigerator) allow preparation of healthy meals and snacks.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
2. The program site provides pleasant, clean, safe, and comfortable eating environments for children to sit and enjoy meals and snacks with others.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
3. Are there vending machines on-site?	<input type="checkbox"/> Yes				<input type="checkbox"/> No
<b>If you chose Yes in question 3, go on to question 3.a. If you chose No, skip to question 4.</b>	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
3.a. Primarily healthy food and beverage options (as defined in C.2.a–C.2.g) are provided.					
<b>If you chose any option other than Always/ almost always in question 3.a, answer question 3.b. Otherwise, skip to question 4.</b>	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
3.b. There is a policy limiting children’s use of vending machines during afterschool child care hours.					

## D. PHYSICAL ENVIRONMENT RELATED TO FOOD/NUTRITION (CONTINUED)

4. The program site is free from the display of materials promoting unhealthy food and beverages (including on vending machines, T-shirts, posters, other print materials, mass and internal media, and music).	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
5. There are on-site farmers markets or educational gardens where vegetables and fruits are planted, cultivated, and enjoyed by students and staff with the help of instructors, farmers, gardeners, and/or nutritionists.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
Rate your confidence in your answers for this section:	<input type="checkbox"/> Very high	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> Very low

## E. GENERAL HEALTHY LIVING

1. Staff regularly provides, formally and/or informally, information and resources to children and families to promote healthy living (i.e., physical activity and healthy eating).	<input type="checkbox"/> ≥ 4x / yr	<input type="checkbox"/> 3x / yr	<input type="checkbox"/> 2x / yr	<input type="checkbox"/> 1x / yr	<input type="checkbox"/> < 1x / yr or never
2. The program regularly educates families on ways to encourage physical activity (e.g., advising them to increase active play by limiting use of television) through formal programming or informally through educational pamphlets or fliers.	<input type="checkbox"/> ≥ 4x / yr	<input type="checkbox"/> 3x / yr	<input type="checkbox"/> 2x / yr	<input type="checkbox"/> 1x / yr	<input type="checkbox"/> < 1x / yr or never
3. The program regularly provides tips to families on how to prepare healthy snacks and meals.	<input type="checkbox"/> ≥ 4x / yr	<input type="checkbox"/> 3x / yr	<input type="checkbox"/> 2x / yr	<input type="checkbox"/> 1x / yr	<input type="checkbox"/> < 1x / yr or never
4. Staff has received training to effectively instruct children regarding healthy living (e.g., to lead children in activity sessions and to familiarize children with healthy food options).	<input type="checkbox"/> All/almost all 81%–100%	<input type="checkbox"/> Most 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Some 21%–40%	<input type="checkbox"/> Few to none 0%–20%
5. Written guidelines or rules or policies are in place to train, assist, and encourage staff to be active and eat healthily and to serve as role models for children and youth.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
6. Staff connects with parents during drop-off and/or pick-up of children.	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half the time 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%
7. The program regularly provides opportunities for participating families to connect through social events.	<input type="checkbox"/> ≥ 4x / yr	<input type="checkbox"/> 3x / yr	<input type="checkbox"/> 2x / yr	<input type="checkbox"/> 1x / yr	<input type="checkbox"/> < 1x / yr or never
8. The program provides an opportunity for families to participate in health and wellness efforts (e.g., program planning related to physical activity and healthy eating) through an advisory board, committee, or other means.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No

## E. GENERAL HEALTHY LIVING (CONTINUED)

9. The program has written guidelines or rules or policies that are equal to or greater than those of the licensing agency governing the following:					
9.a. The amount of time for physical activity opportunities	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
9.b. The quality of physical activity opportunities	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
9.c. The qualification of those who supervise the activities	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
10. The program has written guidelines or rules or policies that are equal to or greater than those of the licensing agency governing healthy eating opportunities in terms of nutritional quality of snacks and meals.	<input type="checkbox"/> Yes, covers most or all items	<input type="checkbox"/> Covers some items	<input type="checkbox"/> In development		<input type="checkbox"/> No
11. The program has funding to support healthy living opportunities, covering the items listed in sections A, B, C, D, and E.	<input type="checkbox"/> Covers all/most costs 81%–100%	<input type="checkbox"/> Usually covers costs 61%–80%	<input type="checkbox"/> Covers half the costs 41%–60%	<input type="checkbox"/> Covers some costs 21%–40%	<input type="checkbox"/> Rarely/never covers costs 0%–20%
12. The program has written guidelines or rules or policies on hand-washing for children and staff.	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
Rate your confidence in your answers for this section:	<input type="checkbox"/> Very high	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> Very low

# AFTERSCHOOL CHILD CARE SITE DISCUSSION AND IMPROVEMENT PLANNING GUIDE

In the process of creating the Community Healthy Living Index (CHLI), the development team examined numerous previously developed tools and resource documents that support building a healthy living environment. For a list of these tools and resources, visit [www.ymca.net/communityhealthylivingindex](http://www.ymca.net/communityhealthylivingindex).

YMCA association/CHLI number: \_\_\_\_\_ DIPG Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Community team: \_\_\_\_\_

CHLI point person: \_\_\_\_\_

CHLI coordinators assigned to afterschool child care site: \_\_\_\_\_

\_\_\_\_\_

Afterschool child care site name: \_\_\_\_\_

Names and titles of individuals participating in the discussion and improvement planning process:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## INTRODUCTION

Having completed your CHLI assessment, you should have a better understanding of your afterschool child care environment and its level of support for healthy eating and physical activity. You may have gained a new appreciation for aspects of your environment that strongly support healthy lifestyles and noticed some distinctive gaps in how you are serving children and youth in your community.

When we uncover opportunities for improvement, the steps we need to take to turn our ideas into reality are sometimes unclear. However, thoughtful discussion and development of an improvement plan can lead to efficient and effective changes.

This Discussion and Improvement Planning Guide, facilitated by a CHLI coordinator, will lead you through a thinking process aimed at formulating actionable suggestions on how to improve and setting your site on a course for change. When it is complete, your major concerns, ideas, and recommendations will be used by the Community team to develop an improvement plan for the community.

## CORE ELEMENTS FOR AFTERSCHOOL CHILD CARE SITES

According to the Centers for Disease Control and Prevention, the prevalence of overweight among children ages 6–11 more than doubled in the past 20 years, going from 6.5 percent in 1980 to 18.8 percent in 2004. In the same period, the rate among adolescents ages 12–19 more than tripled, increasing from 5 percent to 17.4 percent. The good news is that healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming overweight and developing related diseases.

Afterschool child care providers play a vital role in children’s health and well-being. Parents entrust their children to child care providers and expect their children to be kept safe, happy, and healthy. The afterschool child care setting should support healthy choices for children, including adequate physical activity and good nutrition. An afterschool child care site’s policies and practices should intentionally promote the health and well-being of all the site’s charges.

The core elements listed below by assessment area identify the characteristics of an afterschool site that strongly supports healthy eating and active living.

- **Physical activity opportunities:** Children participate in fun, physical activity and play daily (30 minutes for half-day afterschool child care and 60 minutes for all-day, holiday, and vacation programs). Age-appropriate and supervised activities are guided by an adult who has special training or education in physical activity. An evaluated curriculum is in place for children to have opportunities for physical activity. Staff models healthy behaviors by participating in physical activities with children. Children are given an equal opportunity to participate, regardless of ability or skill level. Staff avoid using practices that result in children being inactive in physical activity programs.
- **Physical environment related to physical activity:** Facilities and equipment are provided and maintained to allow for safe, age-appropriate physical activity and play. The program is free of screen time (e.g., TV, video, video games, or computers) for noneducational purposes. The program site is free of products or displays that feature and promote sedentary lifestyles.
- **Healthy eating opportunities:** The site has a variety of appealing healthy food and beverage options for snacks or meals, and children are involved in preparation and clean up. Children and staff wash their hands after activities and before eating. An evaluated curriculum is in place for children to have opportunities for healthy eating. Staff models healthy eating behaviors.
- **Physical environment related to food/nutrition:** Eating environments are pleasant, clean, safe, and comfortable, and facilities allow for hygienic preparation (i.e., sink, counter, and refrigerator are present). If the site has vending machines that do not serve primarily healthy options, then there is a policy limiting children’s use during afterschool child care hours. The program site is free of display of materials featuring and promoting unhealthy food and beverages. Farmers markets or on-site educational gardens exist for students and faculty to plant, cultivate, and enjoy fresh fruits and vegetables.
- **General healthy living:** Staff provides information and resources to children and families to promote, encourage, and educate about healthy eating and physical activity. Written policies support physical activity opportunities in terms of time, quality, and supervision. Written policies

support healthy eating opportunities in terms of snack nutritional quality and hand washing for children and staff. The program has funding to support healthy living opportunities. Training and written policies support staff in modeling healthy behaviors and staff serve as role models for healthy eating and physical activity. Staff connects with parents at drop-off and/or pick-up, and opportunities exist for families to connect through events. The program offers an opportunity for families to participate in health and wellness efforts.

## DISCUSSION QUESTIONS

As a team, review your responses to the Afterschool Child Care Site Assessment alongside the Core Elements for Afterschool Child Care Sites on the previous page of this guide. What areas of your assessment come closest to reflecting the core elements, and what areas need work? Use this Discussion Questions section to stimulate thinking and record observations.

### A. PHYSICAL ACTIVITY OPPORTUNITIES

#### 1. Does our afterschool child care site support children’s physical activity opportunities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always/ almost always supportive	Usually supportive	Neutral/ in the middle	Sometimes supportive	Rarely/never supportive

Questions for discussion:

- What from the Afterschool Child Care Site Assessment leads us to this conclusion?
- What is our site doing right, and why is it working well?

#### 2. How likely is our site to make improvements in this area?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very likely	Likely	Neutral/ in the middle	Unlikely	Very unlikely

Questions for discussion:

- What should we do first?
- Who else needs to be part of this process?

### B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY

#### 1. Does our afterschool child care site’s physical environment support physical activity?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always/ almost always supportive	Usually supportive	Neutral/ in the middle	Sometimes supportive	Rarely/never supportive

Questions for discussion:

- What from the Afterschool Child Care Site Assessment leads us to this conclusion?
- What is our afterschool child care site doing right, and why is it working well?

#### 2. How likely is our site to make improvements in this area?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very likely	Likely	Neutral/ in the middle	Unlikely	Very unlikely

Questions for discussion:

- What should we do first?
- Who else needs to be part of this process?

## C. HEALTHY EATING OPPORTUNITIES

### 1. Does our afterschool child care site support children's healthy eating opportunities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always/ almost always supportive	Usually supportive	Neutral/ in the middle	Sometimes supportive	Rarely/never supportive

Questions for discussion:

- What from the Afterschool Child Care Site Assessment leads us to this conclusion?
- What is our site doing right, and why is it working well?

### 2. How likely is our afterschool child care site to make improvements in this area?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very likely	Likely	Neutral/ in the middle	Unlikely	Very unlikely

Questions for discussion:

- What should we do first?
- Who else needs to be part of this process?

---

## D. PHYSICAL ENVIRONMENT RELATED TO FOOD/NUTRITION

### 1. Does our afterschool child care site's physical environment support healthy eating?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always/ almost always supportive	Usually supportive	Neutral/ in the middle	Sometimes supportive	Rarely/never supportive

Questions for discussion:

- What from the Afterschool Child Care Site Assessment leads us to this conclusion?
- What is our site doing right, and why is it working well?

### 2. How likely is our afterschool child care site to make improvements in this area?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very likely	Likely	Neutral/ in the middle	Unlikely	Very unlikely

Questions for discussion:

- What should we do first?
- Who else needs to be part of this process?

---

## E. GENERAL HEALTHY LIVING

### 1. Does our afterschool child care site support healthy eating and active living through policies, practices, and communications?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always/ almost always supportive	Usually supportive	Neutral/ in the middle	Sometimes supportive	Rarely/never supportive

Questions for discussion:

- What from the Afterschool Child Care Site Assessment leads us to this conclusion?
- What is our site doing right, and why is it working well?

### 2. How likely is our afterschool child care site to make improvements in this area?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very likely	Likely	Neutral/ in the middle	Unlikely	Very unlikely

Questions for discussion:

- What should we do first?
- Who else needs to be part of this process?

## GENERAL DISCUSSION QUESTIONS

Discuss the following questions and record your responses in the spaces provided. These questions will help you prioritize your ideas, identify barriers and opportunities, and think about what resources you'll need to take action.

1. Across the major areas of healthy eating and physical activity in our afterschool child care site, can we identify three areas where we could make improvements immediately? What about three priority areas that may take us longer to accomplish?

---

---

---

---

---

---

---

---

2. Can we identify the areas where we are most ready to make changes and start from there? What are those areas? What programs, policies, promotion ideas, or projects (physical environment) in each of those areas will most likely lead to advancement?

---

---

---

---

---

---

---

---

3. What barriers will we need to overcome to advance our priorities for change?

---

---

---

---

---

---

---

---



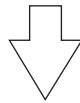
## IMPROVEMENT PLAN

Once your stakeholder team has completed the Discussion Questions section of this guide, you're ready to form the foundation of an improvement plan: a list of concerns and a list of ideas for improvement. In this Improvement Plan section, list the areas where you want to make changes, barriers to supporting healthy eating and active living, and other opportunities for improvement your team identified through the discussion process. Write your ideas in the boxes labeled Concerns.

Next, make a list of potential solutions to each concern. Record your ideas in the Improvement Ideas boxes that correspond to each concern.

### A. PHYSICAL ACTIVITY OPPORTUNITIES

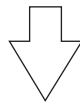
Concerns



Improvement Ideas

### B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY

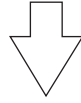
Concerns



Improvement Ideas

**C. HEALTHY EATING OPPORTUNITIES**

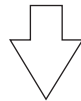
Concerns



Improvement Ideas

**D. PHYSICAL ENVIRONMENT RELATED TO FOOD/NUTRITION**

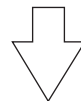
Concerns



Improvement Ideas

**E. GENERAL HEALTHY LIVING**

Concerns



Improvement Ideas