

WeTHRIVE! After School Program Assessment

Center Name: _____

Your Name: _____ Date: _____

Child Nutrition:

1. **An evaluated curriculum is in place for children to have opportunities for healthy eating (e.g., Food and fun, CATCH):**

No In development Yes

2. **Our program offers snacks/meals that include a variety of vegetables (e.g., dark green, red, orange or yellow vegetables) other than fried or pre-fried vegetables (e.g., French fries, tater tots or hash browns) daily:**

Rarely/never Sometimes Often Always/almost always

3. **Our program offers fruits that are fresh, frozen or canned in their own juice (light syrup) daily:**

Rarely/never Sometimes Often Always/almost always

4. **Our program offers vegetables that are prepared with meat fat, margarine or butter:**

Always/almost always Sometimes Often Rarely/never

5. **Our program offers more whole-grain than non-whole grain options (one way to identify if a food is considered a whole grain is to look for the word “whole”, as in whole wheat or whole oats: Foods not defined as whole may include wheat flour or enriched flour):**

Rarely/never Sometimes Often Always/almost always

6. **Our programs serves foods that are low in saturated fat and have no trans fats; avoid all foods that are deep friend, par fried, or flash fried unless a healthy oil (unsaturated or poly-saturated such as olive oil, canola oil, peanut oil or vegetable oil) is used in the frying process:**

Rarely/never Sometimes Often Always/almost always

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7. Our program offers predominantly nonfat and low-fat dairy products (e.g., milk, yogurt) or equivalent non-flavored milk alternatives (e.g., soy milk, rice milk):

Rarely/never Sometimes Often Always/almost always

8. Our program offers water during meals and/or snacks and throughout the day:

Rarely/never Sometimes Often Always/almost always

9. Our program does not serve sugar-sweetened drinks, such as juice drinks that are not 100% fruit juice, sports drinks, flavored milk, sweet tea, punches or sodas:

Rarely/never Sometimes Often Always/almost always

10. When 100% fruit juice is served it is limited to one serving or less per day (4-6 ounces for children 1-6, 8 ounces for older children):

Rarely/never Sometimes Often Always/almost always

11. Our program avoids serving sugary, fatty, and/or salty snack items (e.g., cookies, cakes, muffins, candy or chips):

Rarely/never Sometimes Often Always/almost always

12. Our program offers sweet baked goods no more than twice a month, containing no trans fat (e.g., one way to know if trans fats are included is if the term “hydrogenated” or “partially hydrogenated” is included under the ingredient list.

Rarely/never Sometimes Often Always/almost always

13. Our program provides meals and/or snacks in age-appropriate portion sizes:

Rarely/never Sometimes Often Always/almost always

14. Staff members sit and eat the daily program snack or meal with the students:

Rarely/never Sometimes Often Always/almost always

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15. Staff model healthy eating behaviors during snack and meal times by eating healthy meals and snacks themselves:

- Rarely/never Sometimes Often Always/almost always

16. For children ages 2 years and older, our program offers milk that is:

- Whole or regular Reduced fat or 2% Low-fat or 1% Fat-free or skim

17. Our program celebrates holidays, special occasions, and events (e.g., birthdays, end-of-year party) with mostly healthy foods or with non-food treats (e.g., stickers):

- Rarely/never Sometimes Often Always/almost always

18. To make healthy foods more enticing, children are involved in healthy snack or meal preparation:

- Rarely/never Sometimes Often Always/almost always

19. Staff talk with children about trying and enjoying healthy foods (e.g., talk about day's lunch and how it is good for the body):

- Rarely/never Sometimes Often Always/almost always

20. Teachers and staff eat or drink unhealthy foods or beverages in front of children:

- Always/almost always Sometimes Often Rarely/never

21. Describe the posters, books, toys and other learning materials* that your program displays to promote healthy eating:

- There are few or no materials There are some materials, but limited variety There is a large variety of materials There is a large variety of materials with new items introduced often

*Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

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22. Describe the posters, books, toys and other learning materials* that your program displays featuring unhealthy foods:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> There is a large variety of materials with new items introduced often | <input type="checkbox"/> There is a large variety of materials | <input type="checkbox"/> There are some materials but limited variety | <input type="checkbox"/> There are few or no materials |
|--|--|---|--|

* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods and bowls of candy.

23. Staff avoid offering food as an incentive or reward:

- | | | | |
|---------------------------------------|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Rarely/never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always/almost always |
|---------------------------------------|------------------------------------|--------------------------------|---|

24. Staff avoid withholding food as punishment:

- | | | | |
|---------------------------------------|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Rarely/never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always/almost always |
|---------------------------------------|------------------------------------|--------------------------------|---|

25. Staff incorporate planned nutrition education into their classroom routines:

- | | | | |
|---------------------------------------|---|--|--|
| <input type="checkbox"/> Rarely/never | <input type="checkbox"/> 1 time per month | <input type="checkbox"/> 2-3 times per month | <input type="checkbox"/> 1 time per week or more |
|---------------------------------------|---|--|--|

26. Staff talk with children informally about healthy eating:

- | | | | |
|---------------------------------------|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Rarely/never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always/almost always |
|---------------------------------------|------------------------------------|--------------------------------|---|

27. Families are offered education* on child nutrition:

- | | | | |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

*Education can include brochures, tip sheets, links to trusted websites and in-person educational sessions.

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28. Our written policy on child nutrition includes the following topics:

- Foods provided
- Beverages provided
- Healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Professional development on child nutrition
- Education for families
- Planned and informal nutrition education for children
- Guidelines on food for holidays and celebrations
- Fundraising with non-food items

- No written policy 1-4 topics 5-8 topics 9-10 topics

Physical Activity

29. An evaluated curriculum is in place for children to have opportunities for physical activity (e.g., Food and fun, CATCH):

- No In development Yes

30. Moderate, fun physical activity and play includes outdoor activities wherever possible and is offered at least 20% or at least 30 minutes or more daily:

- Rarely/never Sometimes Often Always/almost always

31. Vigorous, bone and muscle strengthening, and fun physical activity is offered as an option for least 50% of the physical activity time and includes outdoor activities whenever possible:

- Rarely/never Sometimes Often Always/almost always

32. Physical activity offered are age appropriate:

- Rarely/never Sometimes Often Always/almost always

33. Children are given an equal opportunity to participate in multiple forms of activity (including: unstructured free play, structured activities, non-competitive activities, and competitive physical activities in an intramural program):

- Rarely/never Sometimes Often Always/almost always

34. Children are free from an extended period of sedentary time:

- Rarely/never Sometimes Often Always/almost always

35. Staff model positive behaviors related to physical activity by participating in physical activities with children:

- Rarely/never Sometimes Often Always/almost always

36. Staff avoid withholding physical activity as a form of punishment:

- Rarely/never Sometimes Often Always/almost always

37. Staff offer portable play equipment to children during indoor free play time:*

- Rarely/never Sometimes Often Always/almost always

*Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room or other space that allows children to move freely.

38. Describe the posters, books and other learning materials* that your program displays to promote physical activity.

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> There are few or no materials | <input type="checkbox"/> There are some materials with limited variety | <input type="checkbox"/> There is a large variety of materials | <input type="checkbox"/> There is a large variety of materials with new items introduced often |
|--|--|--|--|

*Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

39. Teachers take the following role during children's physically active playtime:

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> They supervise only | <input type="checkbox"/> They supervise and verbally encourage physical activity | <input type="checkbox"/> They supervise, verbally encourage and sometimes join in to increase children's physical activity | <input type="checkbox"/> They supervise, verbally encourage and often join in to increase children's physical activity |
|--|--|--|--|

40. Teachers incorporate physical activity into classroom routines and transitions:

- Rarely/never Sometimes Often Always/almost always

41. Teachers talk with children informally about the importance of physical activity:

- Rarely/never Sometimes Often Always/almost always

42. Families are offered education on children's physical activity:

- Never Less than 1 time per year 1 time per year 2 times per year or more

43. Our written policy on physical activity includes the following topics:

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not withholding physical activity as punishment
- Planned and informal physical activity education
- Professional development on children's physical activity
- Education for families on children's physical activity

- No written policy 1-3 topics 4-6 topics 7-8 topics

Screen Time

44. Television and videos are used in the classroom:

- Always/almost always Sometimes Often Rarely/never

45. Our after school program limits the use of digital devices to:

- There is no limit > 90 minutes a day 60-90 minutes a day < 60 minutes a day

46. Digital device use is limited to homework or activities that engage youth in moderate to vigorous physical activity

- Rarely/never Sometimes Often Always/almost always

You've completed the assessment, Thank You!

Questions from assessment adapted from Go NAP SACC and CHLI:

Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Somers JK, Ball S. (2013). Go NAP SAC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: www.gonapsacc.org

Reviewed by an advisory task force. (2010). CHLI: Community Healthy Living Index. YMCA of the USA. Available at: <http://www.ymca.net/chli-tools/>