

NATIONAL

AfterSchool | HEPA

ASSOCIATION STANDARDS



2.0

Self-Assessment Tool

Healthy Eating and Physical Activity Standards 2.0

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Self-Assessment Tool

Continuous program improvement requires reflection on professional practices to identify strengths and recognize areas for future growth.

The HEPA 2.0 Self-Assessment Tool is designed to empower professionals and programs to assess their progress in meeting the standards outlined in the *NAA HEPA Standards for Out-of-School Time version 2.0*. The Self-Assessment Tool allows afterschool and other youth development professionals to:

- Assess professional and program practices in each of the five content areas.
- Identify specific areas of strengths.
- Plan action steps that will lead to improvement.

The Self-Assessment Tool may also be used by administrators and supervisors to guide program evaluation, and to identify program and professional development needs.

RECOMMENDATION: Use this Self-Assessment Tool as a guide to assess areas of strength, areas for improvement, and help determine continuous program improvement plans. The Assess, Reflect, Plan process will help you determine what development activities are needed for continued growth of the professionals and the program. It is suggested that you work through one Content Area at a time or choose to focus on just a few specific Content Areas or Standards. Complete the assessment over the course of a few days.

Once complete, we encourage you to enter your answers into **[the Alliance for a Healthier Generation's online assessment for OST sites.](#)**



Healthy Eating and Physical Activity Standards 2.0

Self-Assessment Tool, cont.

Note to Administrators: When using the Self-Assessment Tool request that staff members use the self-assessment tool as well. Together, discuss your results. Use the results to select goals and to plan for development.

1. ASSESS: Carefully read through the Self-Assessment Tool and take notes and record evidence related to each standard. When finished, go back through and rate each standard based on the evidence.

RATING	EXPLANATION
1 - Not Implementing	We do not currently implement this standard.
2 - Partially Implementing	We partially implement this standard, but do not do it consistently.
3 - Fully Implementing	We fully implement this standard with consistency.

If you are not sure what is meant by a standard, score it as a 1. It is expected that even the best programs will still have more to learn and progress to make.

Total your self-ratings for Content Area. Use the Self-Assessment Summary page at the end of the document to calculate the results as you complete each Content Area. Remind staff this is not a test – only a tool to help you identify areas to work on.



2. REFLECT: Use the questions at the end of the Tool to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the daily program and professional practices as you think through answers to the questions and set priorities.

3. PLAN: Use the Alliance for a Healthier Generation Action Plan to set goals, plan for needs resources or professional development, and establish a timeframe for meeting your goals.

01

Content and Quality (CQ) Standards

The program provides foods, beverages, and physical activities that promote lifelong health and reduce the risk of chronic disease. The program's physical activity offerings support the United States Department of Health and Human Services (HHS) 2018 guidelines recommending that youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone- and muscle-strengthening activities.

THE PROGRAM:

- CQ1.** At a minimum, **all foods and beverages served, offered, and sold should follow the Dietary Guidelines for Americans (DGA)** and the federal child nutrition programs and standards the DGA inform (National School Lunch, Child and Adult Care Food Programs, Summer Nutrition Program, and the Smart Snacks in School nutrition standards). Programs should also comply with all state and local food safety regulations.

Evidence and Notes	Self-Rating

IN ADDITION, THE PROGRAM AND MENU:

- CQ2.** Include a fruit or vegetable at every snack or meal. Fruit and vegetables are fresh, frozen, or dried with no added sweeteners or canned in 100% juice or water.

Evidence and Notes	Self-Rating

- CQ3.** Do not include pre-fried foods or foods with artificial trans fats.

Evidence and Notes	Self-Rating

CQ4. Serve dairy or dairy-alternative products that are plain, 1% low fat, or fat free and do not have added flavors, sugars, or artificial ingredients.

Evidence and Notes	Self-Rating

CQ5. Offer easily accessible plain or naturally flavored non-carbonated drinking water.

Evidence and Notes	Self-Rating

CQ6. Serve foods that do not list added sugars among the first three ingredients in the ingredient list.

Evidence and Notes	Self-Rating

CQ7. Provide dietary accommodations to account for food allergies or intolerances and religious or cultural preferences.

Evidence and Notes	Self-Rating

CQ8. Incorporate seasonal and locally produced foods into meals and snacks.

Evidence and Notes	Self-Rating

CQ9. Offer developmentally appropriate, culturally relevant, evidence-informed nutrition education that provides youth with the knowledge and skills necessary to promote and protect their health.

Education or enrichment activities are:

- a.** Developed and/or delivered by qualified personnel. Examples: program staff trained in the curricula

or activities delivered or a registered dietitian, university extension staff, an evidence-based public health organization with youth development education or experience.

b. Connected to or integrated into existing programming, such as tutoring, homework, STEM, creative arts, and other enrichment activities.

c. Do not support a specific industry or agenda. For example, activities or materials are not the product of a food, beverage, or supplement company.

Evidence and Notes	Self-Rating

CQ10. Offer developmentally appropriate, inclusive physical activities, games, and sports that provide youth with the knowledge and skills necessary to enjoy being physically active throughout their lives and **reflect the CQ best practices.**

a. Developed and/or delivered by qualified personnel. Examples: program staff trained in the curricula or activities

b. Connected to or integrated into existing programming, such as tutoring, homework, STEM, creative arts, and other enrichment activities

Evidence and Notes	Self-Rating

CQ11. Plan and provide time for **physical activity:**

a. 1-hr. program—10 mins.

b. 2-hr. program—20 mins.

c. 3-hr. program—30 mins.

d. 4-hr. program—40 mins.

e. 5 hrs. or more—60 mins.

Evidence and Notes	Self-Rating

CQ12. Provide moderate to vigorous activity for at least 50% of the **physical activity time:**

f. 1-hr. program—5 of 10 mins.

g. 2-hr. program—10 of 20 mins.

h. 3-hr. program—15 of 30 mins.

i. 4-hr. program—20 of 40 mins.

j. 5 hrs. or more—30 of 60 mins.

Evidence and Notes	Self-Rating
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CQ13. Offer daily outdoor physical activity.

Evidence and Notes	Self-Rating
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CQ14. Ensure that daily physical activities include a variety of physical activity options aimed at engaging children and youth in fun aerobic and cardio-respiratory (e.g., swimming, jogging, dancing, bicycling, skiing) and age-appropriate bone- and muscle-strengthening (e.g., jump rope, push-ups, sit-ups) fitness activities.

Evidence and Notes	Self-Rating
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CQ15. Offer free play with space available for unstructured physical activity or organized physical activities that involve opportunities for all the program’s children and youth.

Evidence and Notes	Self-Rating
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CQ16. Offer non-competitive physical activities (e.g., walking, yoga, swimming, dancing).

Evidence and Notes	Self-Rating
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CQ17. Offer activities that are adaptable, accessible, and inclusive of children and youth with all abilities, including physical, sensory, and intellectual disabilities.

Evidence and Notes	Self-Rating
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CQ18. Conduct physical activities that are integrated with enrichment, academic, or recreation content; goal driven, planned, sequentially designed and delivered: and available to all children and youth, directed by trained staff, grouped by age and skill level.

Evidence and Notes	Self-Rating
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CQ19. Ensure that digital devices are used for homework, research, or digital learning that is active rather than passive. No television or movies are allowed. **Daily total screen time is limited to:**
1- to 2-hr. programs—40 mins.
3 hrs. or more—60 mins.

Evidence and Notes	Self-Rating
CONTENT AND QUALITY STANDARD SELF-RATING TOTAL	

02 Staff Training (ST) Standard

All staff members participate in ongoing evidence-informed training and professional development in essential topics on healthy eating and physical activity.

THE PROGRAM:

- ST1.** All staff members participate in training or professional development on healthy eating, nutrition, and physical activity at least once per year. Training and professional development are comprehensive to support staff knowledge of and competency in practices that support the HEPA Standards and accompanying best practices.

Evidence and Notes	Self-Rating

- ST2.** Staff members are quickly oriented to and regularly coached on the role that healthy eating, physical activity, and social supports play in supporting healthy youth behaviors.

Evidence and Notes	Self-Rating

- ST3.** Training and professional development are developed and/or delivered by qualified personnel. Examples: program staff trained in the curricula or activities, a certified physical education teacher, SHAPE America trainer, university extension staff, or a registered dietitian with youth development education or experience.

Evidence and Notes	Self-Rating

ST4. Staff members are trained on positive guidance techniques that include approaches that teach positive behaviors and apply logical consequences. Staff members do not withhold food or physical activity opportunities as a punishment.

Evidence and Notes	Self-Rating
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ST5. Training and professional development do not support a specific industry or agenda. For example, training materials are not produced by a food, beverage, or supplement company.

Evidence and Notes	Self-Rating
STAFF TRAINING STANDARD SELF-RATING TOTAL	

03 Social Supports (SS) Standard

The program creates a culture that supports and promotes healthy eating, physical activity, and positive relationships among staff, children and youth, families, and the community.

THE PROGRAM:

- SS1.** Has children and youth participate in food and beverage selection, distribution, preparation, and clean up and has children and youth select, organize, and lead physical activities.

Evidence and Notes	Self-Rating

- SS2.** Does not use food as a reward or withhold food or physical activity as punishment.

Evidence and Notes	Self-Rating

- SS3.** Employs staff members who promote the importance of healthy eating and physical activity by sitting and interacting with children and youth during snacks and meals and participating in physical activities with children and youth. All staff members model healthy eating, physical activity, and positive self-talk during the program, including bringing in or consuming only foods or beverages consistent with CQ Standards while in the program.

Evidence and Notes	Self-Rating

- SS4.** Ensures staff members discuss the benefits of the healthy eating and physical activity expectations contained within the Standards with children and youth and their families.

Evidence and Notes	Self-Rating

- SS5.** Ensures that all foods and beverages served, offered, or sold during celebrations or family or community events or in staff-only spaces reflect and reinforce the best practices outlined in CQ Standards. This SS covers program-sponsored staff events, meetings, and staff lounges.

Evidence and Notes	Self-Rating

- SS6.** Provides families with information and examples of foods and beverages allowed and served and examples of physical activity opportunities based on best practices outlined in the CQ Standards.

Evidence and Notes	Self-Rating

- SS7.** Shares information about healthy eating practices and physical activity through communication channels, including at family and community meetings.

Evidence and Notes	Self-Rating

- SS8.** Includes family engagement components as part of nutrition education, enrichment, and physical activities.

Evidence and Notes	Self-Rating

SS9. Develops opportunities for families and community members to advise and support healthy eating and physical activity in the program, in the community, and at home.

Evidence and Notes	Self-Rating
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SS10. Promotes healthy eating and physical activity standards, practices, and programs to children and youth, families, and people in the community who are current or potential participants.

Evidence and Notes	Self-Rating
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SS11. Ensures food fundraisers are limited to foods and beverages consistent with best practices outlined in the CQ Standards.

Evidence and Notes	Self-Rating
SOCIAL SUPPORTS STANDARD SELF-RATING TOTAL	

04 Program Supports (PS) Standard

Organizational infrastructure, including leadership, management, and budgeting practices, support and promote healthy eating and physical activity.

THE PROGRAM:

- PS1.** Budgets to provide healthy foods and beverages and physical activity experiences consistent with best practices outlined in the CQ Standards.

Evidence and Notes	Self-Rating

- PS2.** Participates in ongoing self-assessment, action planning, and program improvement strategies that support healthy eating and physical activity.

Evidence and Notes	Self-Rating

- PS3.** Ensures its leadership supports continuous food and beverage and physical activity quality improvement through observations, staff coaching, and progress monitoring.

Evidence and Notes	Self-Rating

- PS4.** Promotes and encourages healthy eating and physical activity among staff.

Evidence and Notes	Self-Rating

PS5. Ensures access to adequate food preparation and storage space and indoor and outdoor physical activity space through formal or informal shared facility use agreements.

Evidence and Notes	Self-Rating
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PS6. Pursues procurement strategies that support healthy eating such as bulk purchasing and partnerships with food banks, farms, and gardens.

Evidence and Notes	Self-Rating
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PS7. Accesses federal child nutrition programs such as the Child and Adult Care Food Program, the At-Risk Afterschool Meals Program, the National School Lunch Program, and the Summer Nutrition Program to maximize the number of nutritious meals and snacks provided.

Evidence and Notes	Self-Rating
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PS8. Has liability and risk management policies that enable staff members to participate in physical activity with children and youth.

Evidence and Notes	Self-Rating
PROGRAM SUPPORTS STANDARD SELF-RATING TOTAL	

05 Environmental Supports (ES) Standard

The program's physical space supports and promotes healthy eating and physical activity.

THE PROGRAM:

- ES1.** Gives children and youth access to foods and beverages, including vending machines, stores, food carts, and concession stands, that are consistent with the best practices outlined in the CQ Standards.

Evidence and Notes	Self-Rating

- ES2.** Has adequate types and amounts of equipment for games, activities, and sports that support best practices in the CQ Standards.

Evidence and Notes	Self-Rating

- ES3.** Has posters, pictures, and books that promote positive messages about good nutrition, healthy eating, and safe and developmentally appropriate physical activity.

Evidence and Notes	Self-Rating

ES4. Has adequate food preparation and storage space to support healthy eating and adequate indoor and outdoor space for physical activity with CQ.

Evidence and Notes	Self-Rating

ES5. Does not allow marketing of products or displays of logos or trademarks from companies that produce foods and beverages that are not consistent with the best practices outlined in CQ.

Evidence and Notes	Self-Rating
ENVIRONMENTAL SUPPORTS STANDARD SELF-RATING TOTAL	

Self-Assessment Summary

CONTENT AREA	SELF-RATING TOTAL	NUMBER OF STANDARDS	AVERAGE RATING
Content and Quality		÷ 19	
Staff Training		÷ 5	
Social Support		÷ 11	
Program Support		÷ 8	
Environmental Support		÷ 5	

REFLECTION AND ACTION PLANNING: Review your Self-Assessment summary. Consider your results as you think areas of strength and areas of opportunity.

On which Content Area did you score the highest? Why do you think that is?

On which Content Area did you score the lowest? Why do you think that is?

Which Content Areas are the highest priority for continuous improvement? Consider the following questions modified from the **Centers for Disease Control and Prevention (CDC) School Health Index (SHI)**:

- Importance: How important are the Standards within this Content Area?
- Cost: How expensive would it be to plan and implement Standards within this Content Area?
- Time: How much time and effort would it take to implement Standards within this Content Area?
- Commitment: How enthusiastic would the staff and other stakeholders be about implementing Standards within this Content Area?

Based on the above reflection, select your priority Content Areas:

1.

2.

Healthy Out-of-School Time Action Plan



SITE NAME: _____ ORGANIZATION: _____

CITY: _____ STATE: _____

INSTRUCTIONS: Use this Action Plan indicate the priority Content Areas, related goals, and necessary action steps for continuous improvement. As you fill out this Action Plan, ask yourself:

- **Complete.** Are all action steps need to accomplish the goal listed?
- **Clear.** Is it apparent who will do what by when?
- **Current.** Is the information up-to-date?

PRIORITY CONTENT AREA:				
NAA HEPA Standard Related Goal(s)	Action Steps/ Tasks	Person Responsible	Start and End Dates	Evidence Needed to Demonstrate Implementation of The Standard. What Will Success Look Like?
PRIORITY CONTENT AREA:				

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