



Quality Tool Program Information FY16

This worksheet is designed to help identify the information needed for the program's Quality Self Assessment Tool submission. Please fill out the worksheet and have the recommended information ready before you begin the submission process.

Below is a glossary of terms that are used in this worksheet to help clarify what the Utah Afterschool Network is asking for.

Glossary

Average Daily Attendance (ADA): ADA is calculated by adding total attendance for each day ($54+38+14+16$) =total (122). Divide total youth served per year by the number of days your program is in operation ($122/4 = 30.5$). ADA = 30.5

Youth With Disabilities (IEP): Students receiving special education and related services throughout Utah public schools and communities.

Unduplicated Number of Students: Count each student only once for their attendance during the school year, regardless of the number of programs or activities they may have participated in throughout each day (before school, afterschool, etc.)

Economically Disadvantaged Backgrounds: Low-income background, free/reduced lunch, sliding fee scale, tuition assistance, etc.

English Learners (ELs): Students who are learning to communicate fluently or learn effectively in English, who often come from non-English speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Program Information

Facility Type:

- ☐ School
- ☐ Recreation Center
- ☐ Community Center
- ☐ Other (Please Specify) _____
- ☐ Licensed Child Care Center
- ☐ Faith-Based Center
- ☐ Library

What County/Counties do you serve? _____

What School District(s) do you serve? _____

Funding Sources:

- | | | |
|--|--|---|
| <input type="radio"/> 21 st Century Community Learning Centers (CCLC) | <input type="radio"/> Corporate/Business Foundations/Philanthropic Organizations | Support (i.e. AmeriCorps Vista) |
| <input type="radio"/> After School Quality Improvement Grant (ASQI) | <input type="radio"/> High School Youth Support | <input type="radio"/> Parent Fees/Tuition |
| <input type="radio"/> CCDF Match Partnership I | <input type="radio"/> Intergenerational Poverty Grant (IGP) | <input type="radio"/> School Age Quality Improvement (SAQI) |
| <input type="radio"/> CCDF Match Partnership II | <input type="radio"/> Juvenile Justice & Delinquency Prevention Block Grant | <input type="radio"/> Safe Passages 2013 |
| <input type="radio"/> Child Care Subsidy | <input type="radio"/> Kindergarten Match | <input type="radio"/> STEMLink |
| <input type="radio"/> Community Development Block Grant (CDBG) | <input type="radio"/> Local Government City Funds | <input type="radio"/> Social Services Block Grant |
| <input type="radio"/> Community Reinvestment Act (CRA) | <input type="radio"/> Local Government County Funds | <input type="radio"/> Title 1 Funds |
| <input type="radio"/> Children's Trust Funds | <input type="radio"/> Non Monetary Support/In Kind | <input type="radio"/> Trust Lands |
| | | <input type="radio"/> United Way of Salt Lake |
| | | <input type="radio"/> Other (Please Specify): _____ |

Before School Programming Information

Does the program serve students before school?

- ☐ Yes ☐ No

Afterschool Programming Information

Number of staff working full-time (30 or more hours/week) in the program: _____

Number of staff working part-time (29 hours or less/week) in the program: _____

Does the program have a coordinator/manager/director that directly oversees the daily operations?

- ☐ Yes ☐ No

If yes, are they part-time or full-time? _____

Does the program coordinator/manager/director oversee multiple programs?

- ☐ Yes ☐ No

Does the program coordinator/manager/director receive benefits?

- ☐ Yes ☐ No

What grades does the program serve? _____

What types of activities are offered and/or intentionally implemented?

- | | | |
|---|--|---|
| <input type="radio"/> Tutoring/homework assistance | <input type="radio"/> Career and Job exploration | <input type="radio"/> Family and Parent Activities |
| <input type="radio"/> Targeted Academic remediation | <input type="radio"/> Financial Literacy | <input type="radio"/> Addiction Prevention |
| <input type="radio"/> Literacy and Reading | <input type="radio"/> Sports and Recreation | <input type="radio"/> Pregnancy and STI Prevention |
| <input type="radio"/> Science, Technology, Engineering, and Math (STEM) | <input type="radio"/> Health and Wellness | <input type="radio"/> Youth Violence and Gang Prevention |
| <input type="radio"/> Visual and Performing Arts or Fine arts (dance, choir, visual arts, theatre/drama, film, photography, etc.) | <input type="radio"/> Healthy Relationships | <input type="radio"/> Suicide Prevention |
| <input type="radio"/> Other activities _____ | <input type="radio"/> Character Education | <input type="radio"/> Programming supporting special needs or inclusive practices |
| | <input type="radio"/> Mentoring | |
| | <input type="radio"/> Cultural Enrichment and Diversity | |
| | <input type="radio"/> Civic Engagement and Community Service | |

Does the program charge tuition?

- ☐ Yes ☐ No

If yes, how often (include description about the full amount and fee scale):

- ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually

Tuition fee: _____

Does the program offer a sliding fee scale?

- ☐ Yes ☐ No

If yes, be prepared with the programs sliding fee scale for Quality Tool Submission.

Total number of days the program will be offered during the school year: _____

Days of operation: _____

Hours of operation (include before school programming hours): _____

Number of unduplicated youth that have attended the program this school year: _____

Average daily attendance (unduplicated): _____

Does the program provide transportation?

- ☐ Yes ☐ No

If no, provide a narrative as to why transportation is not provided.

Does the program have a waiting list?

- ☐ Yes ☐ No

If yes, how many are on the waiting list: _____

Number of economically disadvantaged youth (refer to glossary for definition): _____

Number of youth with disabilities (refer to glossary for definition): _____

Number of youth with limited English proficiency (English Learners): _____

Number of youth served in each racial/ethnic population:

American Indian/Alaskan Native: _____

Asian/ Pacific Islander: _____

Black/African American: _____

Hispanic or Latino: _____

White: _____

Other: _____

Multi-racial: _____

Not Known: _____

Number of youth enrolled in program by gender:

Female: _____

Male: _____

Other: _____

Summer Programming Information (if applicable)

Number of staff working full-time (30 or more hours/week) in the program: _____

Number of staff working part-time (29 hours or less/week) in the program: _____

Does the program have a coordinator/manager/director that directly oversees the daily operations?

- ☐ Yes ☐ No

If yes, are they part-time or full-time? _____

Does the program coordinator/manager/director oversee multiple programs?

- ☐ Yes ☐ No

Does the program coordinator/manager/director receive benefits?

- ☐ Yes ☐ No

What grades does the program serve? _____

What types of activities are offered and/or intentionally implemented?

- | | | |
|--|--|---|
| <input type="radio"/> Tutoring/homework assistance | <input type="radio"/> Career and Job exploration | <input type="radio"/> Family and Parent Activities |
| <input type="radio"/> Targeted Academic remediation | <input type="radio"/> Financial Literacy | <input type="radio"/> Addiction Prevention |
| <input type="radio"/> Literacy and Reading | <input type="radio"/> Sports and Recreation | <input type="radio"/> Pregnancy and STI Prevention |
| <input type="radio"/> Science, Technology, Engineering, and Math (STEM) | <input type="radio"/> Health and Wellness | <input type="radio"/> Youth Violence and Gang Prevention |
| <input type="radio"/> Visual and Performing Arts or Fine arts (dance, choir, visual arts, theatre/drama, film, photography, etc) | <input type="radio"/> Healthy Relationships | <input type="radio"/> Suicide Prevention |
| | <input type="radio"/> Character Education | <input type="radio"/> Programming supporting special needs or inclusive practices |
| | <input type="radio"/> Mentoring | |
| | <input type="radio"/> Cultural Enrichment and Diversity | |
| <input type="radio"/> Other activities _____ | <input type="radio"/> Civic Engagement and Community Service | |

Does the program charge tuition?

- ☐ Yes ☐ No

If yes, how often (include description about the full amount and fee scale):

- ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually

Tuition fee: _____

Does the program offer a sliding fee scale?

- ☐ Yes ☐ No

If yes, be prepared with the programs sliding fee scale for Quality Tool Submission.

Total number of days the program will be offered during the school year: _____

Days of operation: _____

Hours of operation (include before school programming hours): _____

Number of unduplicated youth that attended Summer 2015: _____

Average daily attendance (unduplicated): _____

Does the program provide transportation?

- ☐ Yes ☐ No

If no, provide a narrative as to why transportation is not provided.

Does the program have a waiting list?

- ☐ Yes ☐ No

If yes, how many are on the waiting list: _____

Number of economically disadvantaged youth (refer to glossary for definition): _____

Number of youth with disabilities (refer to glossary for definition): _____

Number of youth with limited English proficiency (English Learners): _____

Number of youth served in each racial/ethnic population:

American Indian/Alaskan Native: _____

Asian/ Pacific Islander: _____

Black/African American: _____

Hispanic or Latino: _____

White: _____

Other: _____

Multi-racial: _____

Not Known: _____

Number of youth enrolled in program by gender:

Female: _____

Male: _____

Other: _____

Data Collection Practices

Which of the following sources is the program tracking and/or utilizing for academic program improvement and/or outcomes?

- ☐ End of term grades
- ☐ SAGE Scores
- ☐ DIBELS Scores
- ☐ Do not have access to information (Please explain): _____
- ☐ Other academic data (Please specify): _____
- ☐ Homework completion
- ☐ Drop out rates
- ☐ Graduation rates
- ☐ SAT/ACT
- ☐ School Day Attendance

Does the program track behavioral data?

- ☐ Yes
- ☐ No
- If yes, what behavioral data is tracked? _____
- If yes, what tools are used to track behavioral data? _____

Does the program track social and emotional outcomes?

- ☐ Yes
- ☐ No
- If yes, what outcomes are tracked? _____
- If yes, what tracking tools are used? _____

What types of surveys does the program conduct?

- ☐ Youth Surveys
- ☐ Parent/Family Surveys
- ☐ Other (Please Specify): _____
- ☐ Afterschool Staff Surveys
- ☐ Classroom Teacher Surveys
- ☐ Does not currently conduct surveys

Plan for Improvement

Did the program complete a Plan for Improvement for the 2015-2016 School year?

- ☐ Yes
- ☐ No

If yes, please complete the narrative section describing the program's progress on goals.

Did the implementation of the Quality Tool Self Assessment and the Plan for Improvement help increase program quality?

- ☐ Yes
- ☐ No

Be ready to provide a narrative why it did or did not increase program quality.