

**Area IV**

**ADMINISTRATION  
Utah Afterschool Quality Assessment and Improvement Tool**

*A quality program is intentionally designed around clearly defined and measurable goals and uses data for ongoing program planning, improvement and evaluation. It has a sound fiscal management structure and implements policies and procedures in alignment with program goals. Needs-based training and professional development are provided to strengthen and improve staff skills. Community collaborations enhance program offerings and promote advocacy and sustainability.*

**A. PROGRAM LEADERSHIP, MANAGEMENT AND FINANCE (DOMAIN)**

| <b>A-1. The program has a plan for increasing capacity, ensuring program quality and promoting sustainability. (MAJOR STANDARD)</b>                     | <b>Observations / Rationale</b> | <b>Performance Level</b> |          |          |          |
|---|---------------------------------|--------------------------|----------|----------|----------|
|   |                                 | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>INDICATORS</b>   |                                 |                          |          |          |          |
| 1) The program has developed a clear mission statement and goals that promote youth success.  |                                 |                          |          |          |          |
| 2) The program involves key stakeholders (staff, families, youth, community organizations, etc.) in long-term planning, decision-making and evaluation. |                                 |                          |          |          |          |
| 3) The program engages in intentional school/ community collaborations and partnerships that promote program quality and support its mission and goals. |                                 |                          |          |          |          |
| 4) The program fosters relationships with community leaders/stakeholders to build advocacy and program support.   |                                 |                          |          |          |          |
| 5) Program utilizes multiple funding and in-kind resources to promote sustainability.   |                                 |                          |          |          |          |
| 6) The program administration participates in annual program evaluation, assessment and ongoing improvement.  |                                 |                          |          |          |          |
| 7) The program reports progress and achievements to the community at large (parents, local businesses, schools, etc.) and community partners/boards.    |                                 |                          |          |          |          |
| 8) The program develops and implements a marketing plan to increase awareness, involvement and support and revises strategies as needed.                |                                 |                          |          |          |          |

**Performance Level**

**1 = Must address and Improve/Standards Not Met    2 = Some Progress Made    3 = Meets Standards    4 = Exceeds Standards**

**Area IV**

**ADMINISTRATION  
Utah Afterschool Quality Assessment and Improvement Tool**

**A. PROGRAM LEADERSHIP, MANAGEMENT AND FINANCE (DOMAIN)**

| <b>A-2. <i>The program has clearly defined policies and procedures.</i> (MAJOR STANDARD)</b>   | <b>Observations / Rationale</b> | <b>Performance Level</b> |          |          |          |
|--|---------------------------------|--------------------------|----------|----------|----------|
| <b>INDICATORS</b>  |                                 | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> |
| 1) Written policies and procedures are in place and accessible to staff, family and the community for review.  |                                 |                          |          |          |          |
| 2) The program utilizes an employee handbook outlining staff expectations and policies and procedures.   |                                 |                          |          |          |          |
| 3) The program provides a parent handbook that includes information about program policies, procedures and expectations for youth, family and staff. |                                 |                          |          |          |          |
| 4) The program maintains a file of all required personnel documents.   |                                 |                          |          |          |          |
| 5) The program has a written positive youth behavior management plan that is communicated and implemented.   |                                 |                          |          |          |          |
| 6) Program provides for a written youth and parent/guardian grievance process.   |                                 |                          |          |          |          |
| 7) Program has a clearly defined participant attendance policy.  |                                 |                          |          |          |          |
| <b>A-3. <i>The administration provides sound fiscal management and operational oversight of the program.</i> (MAJOR STANDARD)</b>                    | <b>Observations / Rationale</b> | <b>Performance Level</b> |          |          |          |
| <b>INDICATORS</b>  |                                 | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> |
| 1) The program is aware of and complies with federal, state and local laws and regulations.  |                                 |                          |          |          |          |
| 2) The program budget and mission/goals are aligned and reflected in the actual program expenditures.  |                                 |                          |          |          |          |
| 3) The program implements sound financial practices and procedures in accordance with the organization's financial policies.                         |                                 |                          |          |          |          |
| 4) The program completes required reports and submits them in a timely manner.   |                                 |                          |          |          |          |

**Performance Level**

**1 = Must address and Improve/Standards Not Met    2 = Some Progress Made    3 = Meets Standards    4 = Exceeds Standards**

**Area IV**

**ADMINISTRATION  
Utah Afterschool Quality Assessment and Improvement Tool**

**B. STAFFING / PROFESSIONAL DEVELOPMENT (DOMAIN)**

| <b>B-1. Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants. (MAJOR STANDARD)</b>  | <b>Observations / Rationale</b> | <b>Performance Level</b> |          |          |          |
|--|---------------------------------|--------------------------|----------|----------|----------|
| <b>INDICATORS</b>  |                                 | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> |
| 1) The program implements a standard hiring process that ensures all staff have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position. |                                 |                          |          |          |          |
| 2) The program recruits, hires and develops staff who reflect the diversity, languages and cultures of the community served.   |                                 |                          |          |          |          |
| 3) The program provides all staff with an orientation that includes a review of the job description, program policies and procedures and quality standards.  |                                 |                          |          |          |          |
| 4) Staff participate in regularly scheduled program meetings.  |                                 |                          |          |          |          |
| 5) The program staff receive regular supervision and support, as needed and at least one annual formal performance review.   |                                 |                          |          |          |          |
| <b>B-2. Professional development and training opportunities are planned for and implemented to enhance staff job performance. (MAJOR STANDARD)</b>   |                                 |                          |          |          |          |
| <b>INDICATORS</b>  |                                 | <b>1</b>                 | <b>2</b> | <b>3</b> | <b>4</b> |
| 1) The program assesses staff training needs and provides relevant training and support (developmentally appropriate activities, culturally responsive, positive behavior management, etc.).             |                                 |                          |          |          |          |
| 2) The program promotes and encourages career development pathways for all staff.  |                                 |                          |          |          |          |
| 3) The program implements a professional development plan that promotes best practices working with youth, families and community.   |                                 |                          |          |          |          |

**Performance Level**

**1 = Must address and Improve/Standards Not Met    2 = Some Progress Made    3 = Meets Standards    4 = Exceeds Standards**

