

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)

A-1. The program has a plan for increasing capacity, ensuring program quality and promoting sustainability. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
		1	2	3	4
INDICATORS					
1) The program has developed a clear mission statement and measurable goals and objectives 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 and community collaborations and partnerships that promote program quality and support its mission and goals.					
4) The program fosters relationships with community advocates (community and business leaders, elected officials, etc.) to promote program quality and accessibility.					
5) Program utilizes multiple funding and in-kind resources to promote sustainability.					
6) The program administration participates in ongoing program evaluation, assessment and improvement in all four quality areas.					
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

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A. PROGRAM LEADERSHIP, MANAGEMENT AND FINANCE (DOMAIN)

A-2. <i>The program has clearly defined policies and procedures.</i> (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
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.					
A-3. <i>The administration provides sound fiscal management and operation oversight of the program.</i> (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
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 organizations financial policies.					
4) The program completes required reports and submits them in a timely manner.					

Performance Level

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B. STAFFING / PROFESSIONAL DEVELOPMENT (DOMAIN)

B-1. Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
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-2. Professional development and training opportunities are planned for and implemented to enhance staff job performance. (MAJOR STANDARD)					
INDICATORS		1	2	3	4
1) The program accesses 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

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