

Administration

In addition to implementing best practices around safety, relationships, and learning environments, programs that have clear methods to communicate organizational missions, objectives, and goals, as well as having systems in place to support data collection, outcome reporting, and effective internal policies will have the foundation in place for continued growth and sustainability.



Program Leadership, Management, and Finance

Standard 1. <i>The program has a plan for increasing capacity, ensuring program quality and promoting sustainability.</i>			
Score as follows: 1 = This practice is not in place 3 = We are implementing this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing this practice?
1) Program has developed a clear mission statement and goals that promote youth success.	<ul style="list-style-type: none"> Program has a clearly defined written mission statement. Services reflect the program goals. 		
2) Program involves key stakeholders (staff, families, youth, community organizations, etc.) in long-term planning, decision-making and evaluation.	<ul style="list-style-type: none"> A plan for involving key stakeholders is in place like a partnership council/board or parent/community advisory council to provide program guidance. Program involves key stakeholders in the needs assessment, planning, implementation and assessment/evaluation process. An ongoing communication plan has been established to promote continued involvement of staff, board, families, and youth (e.g., meeting agendas/schedules, surveys, email communications, newsletters, etc.). 		
3) Program engages in intentional school and community collaborations and partnerships that support its mission and goals and promote program quality.	<ul style="list-style-type: none"> Plans for collaborating and communicating with schools, other youth organizations, and community agencies are in place to address the needs of participating youth. Program leadership and staff are aware of and utilize the Align for Success Rubric to identify ways to better connect and work with school-day partners. 		
4) Program fosters relationships with community leaders and stakeholders to build advocacy and program support.	<ul style="list-style-type: none"> Efforts are made to contact community leaders and stakeholders like elected officials, business leaders, city council and school board members to build awareness and support. Community advocates are invited to participate in "program sponsored events" like Lights On Afterschool, Summer Learning Week, parent activity nights, and performances. 		

5) Program utilizes multiple funding and in-kind resources to promote sustainability.	<ul style="list-style-type: none"> Program regularly seeks and secures funding and in-kind resources to address program goals and needs of youth being served. 		
6) Program administration participates in annual program evaluation, assessment and ongoing improvement.	<ul style="list-style-type: none"> Program annually participates in all four areas of the Utah Afterschool Program Quality Assessment and Improvement Tool self-assessment process. The program administration utilizes assessment results in program improvement efforts throughout the year. 		
7) Program utilizes multiple data sources for program design, enhancement, and evaluation.	<ul style="list-style-type: none"> Program accesses and utilizes school and community data like school day attendance and behavior records, academic achievement, neighborhood crime rates, income levels, and demographics. Program modifications are driven by data and are intentional. 		
8) Program reports progress, impacts, and achievements to the community at large (families, local businesses, schools, etc.) and community partners/boards.	<ul style="list-style-type: none"> Program has established systems to report progress to the community and collaborating agencies like Lights On Afterschool events, newsletters, email communications, a website, an active social media presence, open house events, fact sheets, annual report cards, board reports, and media contacts.. 		
9) Program develops and implements a marketing plan to increase awareness, involvement and support and revises strategies as needed.	<ul style="list-style-type: none"> Program implements multiple and varied marketing strategies appropriate to the community served such as flyers, an up-to-date website, active social media engagement, community events, family nights, and Lights On Afterschool events.. 		
Standard 2. The program operates under clearly defined policies and procedures.			
Score as follows: 1 = This practice is not in place 3 = We are implementing this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing this practice?
1) Program makes written organizational policies and procedures accessible to staff, family and the community for review.	<ul style="list-style-type: none"> Staff are aware of and have access to the organizational policies and procedures. Program policies and procedures are consistent with both the governing and hosting organizations, as applicable. 		

2) Program utilizes an employee handbook outlining staff expectations, policies and procedures.	<ul style="list-style-type: none"> The employee handbook is reviewed regularly and updated, as needed. 		
3) Program provides a parent handbook that includes information about program policies, procedures and expectations for youth, family and staff.	<ul style="list-style-type: none"> A parent handbook is provided for all families and staff The parent handbook is reviewed regularly and updated, as needed. Program maintains documentation that parents/guardians and staff have received the parent handbook. 		
4) Program administration maintains staff files.	<ul style="list-style-type: none"> A secure and confidential personnel file is maintained for all staff. Program maintains appropriate staff documentation (i.e. CPR/First Aid, Food Handler Permit, Policies/Procedures Sign Off, Training Log, etc.). 		
5) Program provides a written youth and parent/guardian grievance process.	<ul style="list-style-type: none"> A process for parents/guardians and youth to express concerns and seek resolution is communicated in writing and included in the parent handbook. 		
6) Program has a clearly defined participant attendance policy.	<ul style="list-style-type: none"> An attendance policy is implemented and outlined in the parent and staff handbooks. Attendance policy includes an age and setting appropriate procedure for addressing student absence during program time. As appropriate, a communication procedure is in place with school, parents and the afterschool program to address afterschool attendance of students who did not attend the regular school day 		

Standard 3. The administration provides sound fiscal management of the program.

Score as follows:

1 = This practice is not in place

3 = We are implementing this practice

5 = This practice is in place

Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing this practice?
1) Program is aware of and complies with federal, state and local laws and regulations.	<ul style="list-style-type: none"> Organization and program leadership is aware of all federal, state, and local mandates and provides staff training on actions and/or documentation required to ensure compliance (e.g., child abuse reporting, building safety codes, transportation regulations, etc.). 		
2) Program expenditures are aligned with the program budget and reflect the mission and goals	<ul style="list-style-type: none"> Program expenses reflect the budget. The budget for planned activities, staff, and purchased supplies is in alignment with the program's mission and goals. Program budget and mission/goals are reviewed 		

	annually and adjusted, as needed, to ensure continued alignment.		
3) Program administration implements financial procedures in accordance with the organization's financial policies and generally accepted accounting practices.	<ul style="list-style-type: none"> The program follows generally accepted accounting practices, procedures, and policies. Program maintains accurate records of funds received and disbursed. 		
4) Program meets reporting requirements.	<ul style="list-style-type: none"> The program completes required reports and submits them in a timely manner. The program understands reporting requirements and a plan is in place to meet deadlines. 		

Staffing/ Professional Development

Standard 1. <i>Program recruits, hires and trains diverse and qualified staff members who value and nurture all participants</i>			
Score as follows: 1 = This practice is not in place 3 = We are implementing this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing this practice?
1) 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.	<ul style="list-style-type: none"> A standardized selection and hiring process is in place and implemented. A written job description is available for each position and includes position title, required qualifications, job duties, and salary/benefit range. The plan for staff selection includes checking references. 		
2) Program recruits, hires and develops staff who reflect the diversity, languages and cultures of the community served.	<ul style="list-style-type: none"> Staff are recruited and hired with consideration to the diversity of cultures and languages spoken within the community served. 		
3) Program provides an orientation for all staff (including volunteers).	<ul style="list-style-type: none"> Staff participate in an orientation outlining the job description/expectations, program policies/procedures, and quality standards. 		
4) Staff participate in regularly scheduled meetings.	<ul style="list-style-type: none"> Regular staff meetings are scheduled and all staff are required to participate. Staff receive sufficient notice about staff meetings to ensure their ability to participate 		

5) Program administration sets aside time for staff communication and planning around youth and program needs.	<ul style="list-style-type: none"> Time is provided for staff to prepare for program activities, program updates, and discussion regarding daily logistics. Time is set aside for staff to collaborate and discuss individual needs of participating youth. 		
6) Responsibilities and duties are shared among staff so that activities are effectively implemented and potential problems are handled smoothly.	<ul style="list-style-type: none"> Duties are well defined, but roles are flexible enough so that staff may take initiative to help one other complete tasks. Staff duties are shared and cross-training is provided so all staff are able to help with any task or responsibility if needed. 		
7) Program staff receive regular supervision and support, as needed and at least one annual formal performance review.	<ul style="list-style-type: none"> Program supervisor provides ongoing feedback and support for staff as they work to improve performance. Staff receive at least one annual performance review and documentation is maintained on file. 		
Standard 2. Professional development and training opportunities are planned for and implemented to enhance staff job performance			
Score as follows: 1 = This practice is not in place 3 = We are implementing this practice 5 = This practice is in place			
Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing this practice?
1) Program assesses staff training needs and provides relevant training and support (developmentally appropriate activities, culturally responsive, positive behavior management, etc.).	<ul style="list-style-type: none"> A regular or routine way for staff to indicate training needs is implemented. Required staff development and needs-based training are offered regularly throughout the year. 		
2) Program promotes and encourages career development pathways for all staff.	<ul style="list-style-type: none"> Staff are encouraged to participate in job related professional development, education and training. Staff who are ready for higher-level work are supported by the administration as they transition. 		
3) Program implements a professional development plan that promotes best practices working with youth, families and community.	<ul style="list-style-type: none"> The program promotes a professional development plan for all staff. Staff participate in training on best practices for youth development and working effectively with families and community. Staff demonstrate best practices in communicating with youth and families (focused on the youth's strengths, growth and challenges). 		

Continuous Quality Improvement

As you begin your self-assessment, it is important to understand best practices in running a high quality afterschool program. Having systems in place to complete the assessment, establish meaningful and intentional goals, and implement the goals is essential to quality improvement



Standard 1. Clear Mission and Objectives				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
Organization has a clear mission and methods in place to communicate them with program staff.	<ul style="list-style-type: none"> All staff receive training on mission and how it guides all organizational objectives. Opportunities are in place to reflect on the mission throughout the year. 			
Mission and goals are data driven.	<ul style="list-style-type: none"> Organization utilizes needs assessments, census data, surveys, free and reduced lunch data, academic information, community input, and other sources of information to establish mission and goals. Programs complete self-assessments and external observations. 			
Mission and goals are communicated with stakeholders and community.	<ul style="list-style-type: none"> All staff are familiar with the mission and able to share it with parents, partners, and the community. Mission is featured prominently on website, registration forms, and outreach materials. 			

Assessment and Review

Standard 1. Annual Internal Review of Best Practices and Goals				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
A system is in place to review best practices annually.	<ul style="list-style-type: none"> All areas of the quality tool are completed annually. A schedule is in place to review best practices throughout the year as needed with staff, partners, stakeholders, etc. Other reviews such as external observations or other self-assessments are used in conjunction with the Quality Tool. 			

Standard 2. Seeking Input from Community Partners, Staff, Families, and Youth.

Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
Methods are in place to gather feedback from partners, youth, parents, and other stakeholders regularly.	<ul style="list-style-type: none"> Youth, parents, community partners, and other stakeholders are given the opportunity to share feedback annually by participating in the Quality Tool Self-Assessment, answering survey questions, participating in feedback meetings, etc. 			

Standard 3. *Meaningful mechanisms in place to collect various types of data.*

Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
Data collection is intentional.	<ul style="list-style-type: none"> All data is collected to look at a particular area of program performance. A plan is in place to look at the data and utilize it to set goals and objectives. 			
Data leads to meaningful Goals	<ul style="list-style-type: none"> Goals are set based on findings of data collection and assessment. Many types of data inform goals and objectives, which may include but are not limited to: <ul style="list-style-type: none"> Quality Tool Results Needs Assessments External Observation Findings Survey Results 			

Setting Goals

Standard 1. *Annual Internal Review of Best Practices and Goals*

Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
All administrative, program leadership, and program staff have a basic understanding of establishing SMART Goals.	<ul style="list-style-type: none"> All staff understand that goals should be: <ul style="list-style-type: none"> Specific Measurable 			

	<ul style="list-style-type: none"> ○ Attainable ○ Relevant ○ Time Bound <ul style="list-style-type: none"> • Staff have reviewed Utah Education Policy Center's Guidance on Creating "SMART" Outcome Statements. 			
All staff, leadership, and partners involved in achieving goals are involved in identifying them.	<ul style="list-style-type: none"> • Staff, program leadership, and partners review relevant data, identify needs, and contribute to the development of goals. • Goals are reviewed for alignment, clarity, and achievability. 			
Practices are in place to share goals once they are established.	<ul style="list-style-type: none"> • Once goals have been agreed upon, they are communicated to all staff. • All staff and participating individuals understand their role in achieving each goal. • Goals are communicated to youth, parents, partners, school day administrators and other stakeholders. • Methods are in place to consult with staff and communicate changes to goals as they occur. 			

Implementing Goals

Standard 1. Goals are structured with accountability, are flexible, and are communicated with stakeholders.				
Indicators of Quality	How It Looks In Practice	Is this in place?		How are you implementing this practice?
		YES	NO	
Practices are in place to measure the success of goals as they are implemented.	<ul style="list-style-type: none"> • As goals are created, methods to track them are identified as well, such as tracking attendance, grades, behavioral improvements, etc. in a way that they can be reviewed and changes noted. • Regular check-ins are scheduled to review goals for progress, understanding of desired outcomes and vision, and understanding of roles. • Staff are familiar with the Year of Quality Improvement Tool. 			
Goals may be adjusted throughout implementation as needed.	<ul style="list-style-type: none"> • Implementation team discusses problems and ideas as they arise. • Team remains open minded as they collect feedback throughout implementation and are willing to make adjustments to goals as needed. 			
Practices are in place to share goals after they are accomplished.	<ul style="list-style-type: none"> • Successes and accomplishments are shared and celebrated with stakeholders and staff. 			