

Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs Assessment Tool

Program: _____

Date: _____ **Observer:** _____

Category 1: Safe Environments, Health and Nutrition: A high quality program offers a safe environment where youth have opportunities to practice healthy behaviors and have access to nutritious food.

(Document review, Discussion with Program Director/Staff, Program Observation)

Standard 1.1 The program provides consistent supervision of youth to ensure safety.

| Indicators | Performance Level | | | | | Plan to Improve | | |
|--|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program has a system for tracking attendance and staff are aware of the location of youth at all times including a documented sign-in and sign-out procedure. | | | | | | | | |
| b. The program's space allows for careful supervision of youth, including protection and security from unauthorized pick-ups and unwanted visitors. | | | | | | | | |
| c. The program complies with licensing, local and organizational standards regarding staff/youth ratios. | | | | | | | | |
| d. The program follows safety precautions based on the type of activity and equipment used. | | | | | | | | |

Standard 1.2 The program has guidelines and procedures to identify and respond to potential and unforeseen emergencies and hazards.

| Indicators | Performance Level | | | | | Plan to Improve | | |
|--|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. A site-specific emergency preparedness and response plan is written and accessible. | | | | | | | | |
| b. The program has an emergency plan for dealing with inclement weather, including extreme heat. | | | | | | | | |
| c. The program has a written plan for contacting families, guardians, or designated adults in case of emergency. | | | | | | | | |
| d. The program has a telephone which is always accessible for incoming and outgoing calls. | | | | | | | | |
| e. The program posts emergency numbers for local emergency departments including fire, ambulance, police and poison control. | | | | | | | | |
| f. Program staff and volunteers are trained in emergency procedures. | | | | | | | | |

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| g. The program is staffed at all times with at least one first aid and CPR certified employee. | | | | | | | | | |
| h. Fire drills, disaster drills and lock-down drills are performed in compliance with licensing, local and organizational standards. | | | | | | | | | |
| i. The program has at least one complete first aid kit, which is accessible to all staff and on field trips. | | | | | | | | | |
| j. The program has a policy in place for accommodating those youth who fall ill while attending the program including emergency contact information and health assessment information for all youth which is accessible to staff at all time. | | | | | | | | | |
| k. Program staff update relevant medical information for participants and distribute it in a manner that protects confidentiality. | | | | | | | | | |
| l. The administration and security of medications follows recommended practice and written policy. | | | | | | | | | |
| m. Program staff are aware of youth with food allergies and provide alternate food options. | | | | | | | | | |
| Standard 1.3 The program's indoor and outdoor space meets the physical, social and emotional needs of youth. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The space is clean, hazard free and meets local safety and health codes. | | | | | | | | | |
| b. There is space for all program activities and the space is large enough to allow independent and creative play with physical activity. | | | | | | | | | |
| c. The program has adequate materials and supplies for scheduled events. | | | | | | | | | |
| d. There are clean restrooms and accessible water to meet the needs of youth and staff. | | | | | | | | | |
| e. There is securely locked storage space for equipment, materials and personal possessions of youth and staff during program hours. | | | | | | | | | |
| Standard 1.4 The program creates and sustains an environment that promotes healthy choices and eating habits. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The program has a policy to model and promote proper nutrition, food safety and hygiene, and follows USDA nutrition guidelines. | | | | | | | | | |
| b. The program encourages and allows youth to bring healthy meals and snacks to the program. | | | | | | | | | |
| c. The program provides healthy meals and snacks for youth. | | | | | | | | | |

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Category 2: Staff and Volunteer Management- A high quality program has staff and volunteer management policies and practices that benefit youth and emphasize hiring and retaining qualified staff as part of their program implementation strategy.
(Document Review, Discussion with Administration/Program Directors and Staff)

| Standard 2.1 The program is guided by clearly written policies and procedures of administration for staff and volunteers. | | | | | | | | | |
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| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. Program policy handbooks are provided to staff to guide program operations and management, which are reviewed and updated on a yearly basis. | | | | | | | | | |
| b. Program policy handbooks are made available to stakeholders upon request. | | | | | | | | | |
| c. The program documents that all staff and volunteers working with youth have passed a child abuse and neglect screening and criminal records checks for crimes that pose a threat to the wellbeing of youth and families. | | | | | | | | | |
| d. All staff and volunteers receive orientation training prior to working with youth. | | | | | | | | | |
| e. Program staff are trained on signs of youth abuse and neglect and common signs of physical and mental illness. | | | | | | | | | |
| f. The program conducts regular staff meetings. | | | | | | | | | |
| g. The program maintains up to date personnel records including background checks of all staff and volunteers. | | | | | | | | | |
| h. The program has established policies to transport youth safely and complies with all legal requirements for vehicles and drivers. | | | | | | | | | |
| Standard 2.2 Staff recruitment, hiring and retention policies and practices are well defined and support program goals. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The program strives to recruit, hire and develop qualified staff at all levels who reflect the values of the program and demonstrate knowledge and understanding of the communities served. | | | | | | | | | |
| b. The program provides positive working conditions where staff are consistently treated with respect. | | | | | | | | | |
| c. Staff are compensated fairly and recognized for their achievements in order to support staff retention. | | | | | | | | | |
| d. Volunteers are recognized for their contributions to the program. | | | | | | | | | |

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| Standard 2.3 The program provides ongoing professional development and support for staff and volunteers that encourages high quality programs. | | | | | | | | | |
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| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The program has a professional development plan that includes staff input and aligns with organizational goals. | | | | | | | | | |
| b. Professional development opportunities are accessible in multiple formats including; workshops, observations, online opportunities, coaching and peer to peer learning. | | | | | | | | | |
| c. The program administration conducts regular staff and volunteer evaluations. | | | | | | | | | |
| d. Staff are provided opportunities for career growth. | | | | | | | | | |
| e. The program's training menu includes offerings on youth-led facilitation, developing a positive social environment, and appreciating culture and diversity in programming. | | | | | | | | | |
| f. The program conducts annual staff performance assessments that includes a professional development plan for each staff member. | | | | | | | | | |
| g. Professional development opportunities align with and support quality standards for youth development programs. | | | | | | | | | |

| Category 3: Programming and Activities- A high quality program provides a variety of activities that support the cognitive, social emotional and physical development of all participants. (Document Review, Discussion with Administration/Program Directors and Staff, Program Observation) | | | | | | | | | |
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| Standard 3.1 Program activities offered demonstrate intentional planning. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. Developmentally and age-appropriate activities are offered that reflect the mission and goals of the program. | | | | | | | | | |
| b. The program schedule includes a written activity plan which outlines the daily routines and lesson plans. | | | | | | | | | |
| c. The program offers activities that promote higher order skill development, such as problem solving, critical thinking, decision making, teamwork, goal setting and communication. | | | | | | | | | |

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| d. Youth have the opportunity to develop new skills through participation in program activities. | | | | | | | | |
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| e. The program offers challenging activities for youth in a variety of disciplines including, but not limited to: community service or service learning, STEM, creative expression, visual and performing arts, fitness, health, nutrition, life skill development and academic support. | | | | | | | | |
| f. Staff designate a role for youth in program planning and decision making, including regular opportunities for feedback on program components. | | | | | | | | |
| Standard 3.2 The program implements activities with fidelity and best practices in youth development and instruction. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program offers ample materials and access to resources for implementing activities. | | | | | | | | |
| b. Program staff employ a variety of grouping strategies, for both structured and unstructured activities including individual, small and large groups. | | | | | | | | |
| c. Program staff consistently model 21st century skills, such as teamwork, clear communication and cooperation to participants. | | | | | | | | |
| d. The program includes structured activities and experiences that promote youth leadership, such as group facilitation or mentoring youth. | | | | | | | | |
| e. Program staff intentionally implement strategies for smooth transitions and routines. | | | | | | | | |
| f. The program provides a range of opportunities to showcase youth work. | | | | | | | | |
| Standard 3.3 The program has measurable goals and objectives which are aligned with the mission of the program and activity objectives. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program develops measurable goals and objectives that align with the organizational mission and identified needs as assessed by the youth, families and communities served. | | | | | | | | |
| b. Program staff have dedicated planning time to develop the curriculum, implement activities and assess program results. | | | | | | | | |
| c. All youth outcome goals are tied to indicators and data collection measures. | | | | | | | | |
| d. The program's administration uses an evaluation process to measure the program's progress toward goals and objectives. | | | | | | | | |

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| e. Formal and informal measures of program effectiveness are used with youth, staff and families. | | | | | | | | |
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| Category 4: Diversity and Inclusion in Programming- A high quality program allows all youth to thrive in the program, with the recognition of differences in youth abilities, family structure, cultural background and economic resources. <i>(Document Review, Discussion with Administration/Program Directors and Staff, Program Observation)</i> | | | | | | | | |
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| Standard 4.1 The policies, practices and philosophy of the program are inclusive and support the diversity of youth, families and staff. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program commits to understand, value and respect the backgrounds and experiences of the youth, families and communities served. | | | | | | | | |
| b. Staff are in regular communication with community leaders and stakeholders about community needs and cultural concerns. | | | | | | | | |
| c. Professional development for staff emphasizes the needs of diverse youth. | | | | | | | | |
| d. The program creates policies to ensure a safe atmosphere for youth to explore their own identity, including cultural beliefs and practices. | | | | | | | | |
| e. The program communicates (written and non-written) in the dominant languages of the communities served. | | | | | | | | |
| f. The policy in place to determine what accommodations the program can safely meet uses the American with Disabilities Act and local regulation requirements as a framework. | | | | | | | | |
| Standard 4.2 The program provides culturally diverse activities and the development of positive identities, respect for differences and cross-cultural understanding of youth. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program incorporates multi-cultural activities that explore a diversity of cultures and promote respect for a variety of perspectives. | | | | | | | | |
| b. The program provides opportunities for participants to interact with and learn about role models with diverse backgrounds. | | | | | | | | |
| c. Youth have intentional opportunities to express, explore, share and celebrate their own and each other’s heritage and culture in the program. | | | | | | | | |
| d. The program offers opportunities for participants to increase global awareness. | | | | | | | | |

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| Standard 4.3 The program includes strategies for working with youth of varying needs. | | | | | | | | |
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| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The application process gathers information on youth's learning and safety needs and staff has access to information to serve the youth. | | | | | | | | |
| b. The program uses the school as a resource to address the needs of youth with varying needs. | | | | | | | | |
| c. Staff and administration make reasonable accommodations to serve youth with varying abilities, such as breaking activities into smaller parts, working in small groups, and providing additional time for task completion. | | | | | | | | |
| d. The program offers curricula accessible to all youth. | | | | | | | | |

| Category 5: Family Engagement and Community Partnerships- A high quality program provides opportunities for meaningful participation and by families and actively engages with other community organizations. (Document Review, Discussion with Administration/Program Directors and Staff, Program Observation) | | | | | | | | |
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| Standard 5.1 The program develops, implements and encourages family engagement within the program. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Programs integrate cultural and linguistic differences within the community into the strategies for activities with families. | | | | | | | | |
| b. The program engages participants, families, staff and the community respectfully and consistently, scheduling events at different times of the day and year to encourage full participation. | | | | | | | | |
| c. Staff members encourage family participation with established visitation guidelines. | | | | | | | | |
| d. The program provides families with opportunities and encouragement for leadership roles and are encouraged to be involved in program decision-making. | | | | | | | | |
| Standard 5.2 The program communicates regularly with families in a supportive manner. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Program staff strongly encourage new participants and families to attend program orientation. | | | | | | | | |

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| b. Program staff work with families to support youth's educational needs. | | | | | | | | |
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| c. The program integrates in their communication strategies a shared understanding of concepts like respect, health, learning, youth development and civic responsibility among participants, families, staff and the community. | | | | | | | | |
| d. The program provides a family handbook including program policies, procedures, and expectations for youth and families. | | | | | | | | |
| e. The program follows a schedule that is available to all staff, youth and families and demonstrates flexibility to meet the individual or situational needs of youth. | | | | | | | | |
| Standard 5.3 The program works with community partners to leverage resources and support for the youth and families served. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Programming regularly integrates community partners when appropriate. | | | | | | | | |
| b. The program collaborates with community organizations to offer a range of educational and service opportunities for youth and families. | | | | | | | | |
| c. The program encourages youth to explore resources and issues in their community through projects and activities. | | | | | | | | |
| d. Staff act as a liaison between families and community resources and organizations. | | | | | | | | |

| Category 6: Relationships and Interactions: A high quality program supports diverse interactions among youth and creates an environment to develop and maintain positive relationships and consistently promotes social interactions among youth, staff and the community. (Document Review, Discussion with Administration/Program Directors and Staff, Program Observation) | | | | | | | | |
|--|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| Standard 6.1 Staff-Youth Interactions: Staff develop relationships with youth through caring, supportive and consistent engagement and interactions. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Awareness of the varying needs of individual youth ensures respectful, appropriate interactions with staff. | | | | | | | | |
| b. Staff consistently demonstrate courtesy, respect, patience, support and acceptance when working with youth and model these behaviors. | | | | | | | | |
| c. Staff use appropriate techniques to encourage positive behaviors and responsible choices among youth. | | | | | | | | |

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| d. Documentation and explanation for issues (behavioral, social-emotional or physical) regarding youth are provided with suggested next steps, including behavior modifications. | | | | | | | | |
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| e. Staff employ strategies to build self-esteem in every participant. | | | | | | | | |
| f. Staff publically and individually recognize each youth's abilities, interests and talents to increase a sense of belonging. | | | | | | | | |
| Standard 6.2 Youth-Youth Interactions: Youth interact with each other in positive, age appropriate ways. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Youth interactions with each other are respectful and supportive. | | | | | | | | |
| b. Youth use age-appropriate conflict resolution techniques with peers and staff. | | | | | | | | |
| c. Youth engage actively with one another individually and in small and large groups. | | | | | | | | |
| d. Youth hold each other accountable for respectful behavior as developmentally appropriate. | | | | | | | | |
| Standard 6.3 Staff-Staff Interactions: Staff interact with each other in a positive and professional manner. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Staff interactions with each other are respectful and supportive. | | | | | | | | |
| b. Staff communicate with each other in ways that model respectful interactions. | | | | | | | | |
| c. Staff model appropriate conflict resolution with each other. | | | | | | | | |
| Standard 6.4 Social Environment: The program creates a safe, supportive environment where positive interactions are consistently encouraged. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program provides a socially safe and supportive environment for all participants. | | | | | | | | |
| b. The program provides opportunities for youth input in the development of rules and consequences that are applied consistently. | | | | | | | | |
| c. The program has a policy which prohibits bullying, harassment and hazing. | | | | | | | | |
| d. The program communicates consistently with participants to foster problem solving and open communication. | | | | | | | | |

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| e. The program creates positive relationships with community partners based on clear and respectful communication and interactions. | | | | | | | | |
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**Category 7: School Linkages- A high quality program engages in regular communication with the school day staff and leadership to share resources and work toward positive outcomes for youth.
(Document Review, Discussion with Administration/Program Directors and Staff)**

Standard 7.1 For School Based Programs: Program and school leadership work to develop strong relationships and effective communication to ensure linkages with program activities and school learning goals and curricula.

| Indicators | Performance Level | | | | | Plan to Improve | | |
|---|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program and school develop a communications protocol that includes a multi-level contact list, trouble shooting/conflict management procedures and regular meetings. | | | | | | | | |
| b. The program and school develop an information sharing agreement to assess program effectiveness on student performance such as academics, attendance and behavior. | | | | | | | | |
| c. Program staff regularly communicate with school day teachers to monitor the behavioral and academic progress of youth being served. | | | | | | | | |
| d. The program is formally involved in school improvement efforts. | | | | | | | | |

Standard 7.2 The program is aware of the school day curriculum and state standards when planning and modifying program activities.

| Indicators | Performance Level | | | | | Plan to Improve | | |
|--|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Program staff seek appropriate information from the school about individual youth to better understand specific educational needs. | | | | | | | | |
| b. Program staff use information about participants academic and behavioral needs in school to plan developmentally appropriate activities. | | | | | | | | |
| c. Activities implemented are intentionally planned to align with school day learning objectives. | | | | | | | | |
| d. Programming includes developmentally appropriate academic support and/or activities that are designed to reinforce or complement the academic curriculum of participating students as well as the Texas Education Knowledge and Skills. | | | | | | | | |

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| Standard 7.3 For Community Based Programs: Programs work with local schools to recruit youth and communicate regularly about the needs and trends of the communities served. | | | | | | | | |
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| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program works to establish a presence as part of the resources of local schools. | | | | | | | | |
| b. The program communicates with school administration about special events, community feedback and youth needs. | | | | | | | | |
| c. The program supports families in communicating with school day staff. | | | | | | | | |

| Category 8: Program Sustainability, Evaluation and Awareness- A high quality program conducts regular evaluation and uses the data to continually improve, promote sustainability and increase awareness of the program. <i>(Document Review, Discussion with Administration/Program Directors and Staff)</i> | | | | | | | | |
|--|-------------------|---|---|---|-----|-----------------|-----------|-----------|
| Standard 8.1 The program has a long-range plan for increasing the program's capacity to support sustainability and growth. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. The program has mission and vision statements that are grounded in the needs of the community and connected to a current strategic plan. | | | | | | | | |
| b. The program engages advisory or governing boards, staff, youth and other appropriate stakeholders in goal setting, planning and evaluation. | | | | | | | | |
| c. The program includes discussion and planning for sustainability as part of its strategic plan. | | | | | | | | |
| d. The staff members responsible for program implementation are included in sustainability planning and have access to resources to promote sustainability. | | | | | | | | |
| Standard 8.2 Program conducts a formative and summative evaluation annually with staff and stakeholders. | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year |
| a. Youth, administrators, families and staff are involved in an internal program evaluation that measures progress towards the program's goals and objectives. | | | | | | | | |
| b. Focus groups, surveys and/or evaluations are regularly conducted with youth, staff, families, volunteers and stakeholders about the program's impact. | | | | | | | | |
| c. The program compares its organizational and programmatic performance to relevant non-participant groups. | | | | | | | | |

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| d. The program assesses effectiveness of school-day performance measures such as academic attendance and behavior. | | | | | | | | | |
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| Standard 8.3 The program has an organized data collection and reporting system. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The program maintains confidential and accurate data on operational and program performance, services, progress and outcomes. | | | | | | | | | |
| b. The program has confidential, secure and effective processes and data systems for collecting and sharing data on individual youth and program activities. | | | | | | | | | |
| c. The program employs a strategy for managing data resources effectively. | | | | | | | | | |
| Standard 8.4 The program has an external communications strategy, including raising awareness of the program. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. Staff, youth, families and other stakeholders assist in the development of and can articulate the purpose of the program. | | | | | | | | | |
| b. The program has an effective strategy that publicizes the program, its achievement within the school and broader community, and the needs which it serves among youth. | | | | | | | | | |
| c. The program administrators stay informed of public policy issues and available public and private funding opportunities. | | | | | | | | | |
| d. The program regularly evaluates its communications strategy for effectiveness. | | | | | | | | | |
| Standard 8.5 Financial management policies and practices are well defined and follow required accounting practices of business and non-profit management. | | | | | | | | | |
| Indicators | Performance Level | | | | | Plan to Improve | | | |
| | 1 | 2 | 3 | 4 | N/A | Right Now | This Year | Next Year | |
| a. The program adheres to written policies and document procedures for fiscal management adopted by its Board. | | | | | | | | | |
| b. The program administration and Board regularly review the budget, including revenue and expenses, revenue forecasting and cash flow and adjust as needed. | | | | | | | | | |
| c. The program funding is diversified and sustainable to operate within a budget over time. | | | | | | | | | |
| d. The program participates in an annual fiscal review where the external accounting form presents the review or audit to its Board. | | | | | | | | | |