

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



Mission

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. 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	
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. 			