I. Overview of the Quality Tool and Action Plan

The goal of the Utah Afterschool Program Quality Assessment and Action Plan is to assist afterschool programs at any stage of development, appraise their progress in four quality areas, and to promote relevant training and other strategies for ongoing program improvement. Programs will complete the Action Plan while completing the Quality Tool to assess goals set at the beginning of the current school year. The Quality Tool has been developed by a statewide committee comprised of diverse afterschool providers and is supported by the Utah Afterschool Network, the Department of Workforce Services Office of Child Care, and the Utah State Board of Education.

The Quality Tool outlines standards in four areas and is applicable to all types of afterschool and community school programs serving youth of all ages. It may be used in conjunction with other formal and informal evaluation methods to help programs identify strengths and needs, and inform continuous improvement efforts and plans.

The Quality Tool is a living document that reflects ongoing stakeholder feedback and the latest research in the out-of-school time field.

In order to better support programs through an annual continuous growth cycle, the Quality Tool is being administered at the beginning of the school year to allow programs more time throughout the year to work on goals identified during the Quality Tool process. In identifying areas for growth and improvement earlier on in the year, programs will be able to:

- Better focus improvement and implementation efforts throughout the year, rather than identifying needs at the end of the year to be addressed in the following year, resulting in faster turn-around on identified goals and increased quality improvement.
- Better inform staff, families, schools, and other partners of best practices as they are being implemented.
- Decrease the redundancy of reviewing the Quality Tool areas at the beginning of the year to complete the Action Plan and then completing the Quality Tool again at the end of the year. Moving forward, the Quality Tool Self-assessment process and identifying goals for the Action Plan will be one aligned process.

*Please note: The Quality Tool is a resource to assess if programs are utilizing best practices and to help identify strategies to implement best practices not currently in place. The Quality Tool and Action Plan is not a report, and is best utilized if viewed as an opportunity to identify areas for improvement. There is no penalty or negative impact if a program ranks themselves low in any indicator area, but programs will have a better understanding of needs and UAN OST Specialists will be able to provide better support to programs throughout the year. It is not the expectation by UAN, DWS-OCC, or USBE that every program has every best practice in place. Identified goals may be approached on an ongoing and strategic basis.
II. Quality Tool Format

The Quality Tool is organized into four essential areas of an effective afterschool program including: 1) Be Safe 2) Develop Meaningful Relationships 3) Learn New Skills and 4) Administration. The areas are formatted as follows:

- **Domains, Major Standards, Indicators and Descriptions**: Each area consists of **Domains** (categories within each area), **Major Standards** (quality outcomes), **Indicators** (defining elements for each Major Standard) and **Descriptions** (observational examples of indicators).

- **Indicator Response Options**: Programs will assess how well their program addresses each part of the indicator using the response options provided. The Quality Tool includes two types of response options:
  1. **Yes/No** (Be Safe area only) and 2. **5-Point Likert Scale**

1) **Yes/No** Response Option Example:

<table>
<thead>
<tr>
<th>B. YOUTH HEALTH AND SAFETY DOMAIN</th>
<th>INDICATORS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1. Policies and procedures are implemented to ensure the health and safety of all youth.</td>
<td>6) Youth with communicable diseases are not permitted in the program and parent/guardians are notified in writing of any possibility of exposure. <strong>Distracted</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td><strong>OBSERVATIONAL NARRATIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Communicable disease policies/policies are outlined in the parent and staff handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Policies/procedures include guidelines regarding separating youth who became ill during program hours from other participants.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) **Likert Scale** Response Option Example

<table>
<thead>
<tr>
<th>A. STAFF AND YOUTH RELATIONSHIPS DOMAIN</th>
<th>INDICATORS</th>
<th>NOT AT ALL</th>
<th>SLIGHTLY WELL</th>
<th>MODERATELY WELL</th>
<th>VERY WELL</th>
<th>EXTREMELY WELL</th>
<th>OBSERVATIONAL NARRATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. Staff and youth know, respect and support each other.</td>
<td>1) Staff promote a friendly and welcoming environment for all youth. <strong>Distracted</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All youth are greeted by name.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff engage youth in friendly conversation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Staff facilitate and participate in all program activities with youth. <strong>Distracted</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff actively and consistently interact with youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff are on task and attentive to youths and program needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OBSERVATIONAL NARRATIVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Observational Narrative**: This section provides space to document explanation and comments related to the identified response.

III. Quality Tool Assessment and Action Plan Process

Program quality is an ongoing process involving reflection and thoughtful assessment that cannot be accomplished by one person alone. Rather, it is best achieved through continuous practice.
that includes staff, parents, youth and community partners/stakeholders throughout the year. Suggested guidelines for implementing the Quality Tool at your program are outlined below:

A. Getting Ready for the Quality Tool Assessment Process
As a best practice, we recommend using a team approach when facilitating the Quality Tool Assessment Process. Creating an environment that actively promotes continuous improvement will enable the Program Review Team to learn and work together to support the program’s mission and goals.

It is imperative to quality improvement efforts that the Quality Tool be completed by individuals working directly in a program such as a coordinator or program director and their team of staff. Administrative staff can play an important role in the quality review process, but the tool is not effective or valid if completed by anyone not working directly in a program.

1. The Quality Tool be completed by a program’s internal team of staff, which may consist of a grant admin, program coordinator/director, and front line/program staff serving an individual program. It is a best practice to utilize partners, parents, and youth, so programs may optionally select a Program Review Team (3-5 individuals) comprised of the following stakeholders (use the Program Review Team worksheet to list team members):
   - Program Staff
   - School Day Teachers
   - School Administration (i.e. principal)
   - Community//Business Partners
   - Parents/Guardians
   - Parent Teacher Association (PTA)
   - Youth/Participants

2. Schedule a meeting with the Program Review Team to introduce the Quality Tool and become familiar with the content and format.
   - Introduce and/or review the Quality Tool and Action Plan with the Program Review Team. Previous year’s Quality Tool submissions are available by request if needed for reference.
   - Assign Team members an area of the Quality Tool that is most relevant to their expertise and knowledge. For example, parents may be interested in Develop Meaningful Relationships, while teachers may focus on Learn New Skills.
   - Develop a logistics plan for assessment observations to ensure that each Program Review Team member has a chance to see a variety of program offerings.
   - Schedule time for a follow-up meeting to discuss the assessment responses.

B. Conducting the Assessment
Provide Program Review Team members a copy of their assigned area(s) of the Quality Tool.
   - Copies of each indicator are available on UAN’s Quality section as both printable and fillable PDFs.

Programs will assess themselves and identify one goal in each of the following Quality Tool Areas: Be Safe, Develop Meaningful Relationships, and Learn New Skills. Programs
may opt-in to voluntarily complete and identify one goal in the Administration section, unless directed by USBE, DWS, OCC, or internal organization leadership to complete all four areas of the tool.

*Please note, UAN recommends that all programs complete all areas of the quality tool to have a well-rounded and complete understanding of best practices, especially if a program is in the first year of operation, has new leadership, or new funding. Reviewing all areas of the Quality Tool is also a useful resource for brand new staff in any program.

1. Direct each Program Review Team member to complete their assigned area(s) in accordance with the agreed upon schedule. Each assessor should understand the following instructions when completing responses:
   - Rate the program and elect a response option (yes/no or an option on the Likert scale) based on how well the program is addressing each indicator.
   - Provide explanation and comments to support the identified response for each indicator.
   - Offer an appropriate explanation in writing if indicators do not seem to fit the program.
     - Each member of the program review team should understand the importance of accurate and objective rating in each area. An honest understanding and reflection of program practices will lead to improved growth and better understanding and ownership of program growth goals and objectives.

Example:

<table>
<thead>
<tr>
<th>MAJOR STANDARD</th>
<th>B-1 Policies and procedures are implemented to ensure the health and safety of all youth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDICATORS</td>
<td>YES</td>
</tr>
<tr>
<td>10) Snacks (if provided) are served in accordance with Federal Nutrition guidelines.</td>
<td>X</td>
</tr>
</tbody>
</table>

2. Utilize the Action Plan section at the end of each area to document goals and areas of need identified.
3. Collect a copy of each Program Review Team member’s completed assessment and notes for review.

C. Following Up
Conduct a follow up meeting with the Program Review Team to discuss the assessment responses, then compile the information into one complete cumulative assessment.

1. Review and discuss assessment findings with the Program Review Team.
   Provide copies of the completed assessments and observation notes.
     - Discuss discrepancies and come to a group consensus to consolidate responses/findings.
2. Prioritize Indicators where improvement is needed.
Review all areas of need identified by each individual on the Program Review Team and then determine as a group what one to two goals in each section the program will focus on.

Focus on the highest areas of priority in each Quality Tool area, and consider ongoing plans to address other needs on an ongoing basis, or even plan to strategically address needs in coming months and years.

3. Send each Program Review Team member and your OST Specialist a copy of the updated Action Plan outlining specific responsibilities, resources and any additional information. Follow up with members, as needed, to ensure that assigned responsibilities are met by the planned completion date.

IV. Online Data Collection

Follow directions below to enter the Quality Tool Assessment responses into UAN's Online Submission Portal.

The Quality Tool and Action Plan will be open September 3, 2019 and close November 15, 2019.

1. Go to www.utahafterschool.org/quality
2. Follow web-prompts for Quality Tool Submission
3. Log-In using UAN username and password

Be prepared with completed Quality Tool and Action Plan responses before attempting to submit.

Note: If prepared with needed documents and information, submitting Quality Tool Assessment results should take one to two hours. UAN recommends completing the assessment in one sitting.

When all data has been entered, you have the option to print a summary of the data you entered or save the data as an Adobe PDF file after you hit the Submit button.

All data provided will only be used for tracking information linked to your program. No identifying or individual program information will be shared outside of the UAN Office and our partners without permission from program administration.

If you have any questions regarding the Quality Tool implementation process or would like to schedule technical assistance, please contact the Utah Afterschool Network at 801-359-2722, Info@utahafterschool.org, or contact your OST Specialist.

Some school-based programs may encounter issues with the school Firewall that may result in difficulty with submissions. UAN is not able to adjust this on our end, programs will need to talk to district support or submit from an offsite computer outside of the school’s firewall.