

ELEMENT 9

Program Sustainability & Growth

A quality program has a coherent vision/mission and a plan for increasing capacity that supports continual growth.

A QUALITY PROGRAM:

1. *Has a written, program-specific statement of mission, vision, goals, and intended outcomes.
2. Involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.
3. Has a long-term plan for sustaining the afterschool program, including a multi-year funding plan with diversified sources of funding.
4. Accesses resources within the community and beyond by building relationships with and seeking support from local businesses and institutions.
5. Cultivates and maintains relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials at all levels.
6. Has an effective marketing strategy that publicizes the program and its achievement within the school(s) and broader community.
7. Invites board members, elected officials, and other VIPs for afterschool program visits.
8. Participates in broader organized advocacy opportunities to market the afterschool program.

PERFORMANCE LEVEL				PLAN TO IMPROVE		
1	2	3	4	RIGHT NOW	THIS YEAR	NEXT YEAR

NOTES:

Program Sustainability & Growth

A quality program has a coherent vision/mission and a plan for increasing capacity that supports continual growth.

A quality program has a clear mission, vision, goals, and intended outcomes, and makes time for long-term planning involving all major stakeholders. Sustainable programs use diverse strategies to support their work, including utilizing volunteers, partnerships and in-kind donations, as well as funding from public and private sources. Sustainable programs understand their current strengths, weaknesses, and growth potential, and are deeply engaged in their communities. Sustainable programs monitor changing trends in programming, funding, and other issues in the wider environment and tailor their development strategies accordingly.

Program Sustainability & Growth, Indicator 1

*Has a written, program-specific statement of mission, vision, goals, and intended outcomes.

Performance Level 1

The program mission, vision, goals, and intended outcomes are unclear or have not been developed or written at all.

Performance Level 2

The program has a written statement of mission, vision, goals, and/or intended outcomes. The statement is published or shared by request. Staff members and stakeholders are informed of the program's mission and goals on an ad hoc basis. Few staff members demonstrate awareness of the program mission, vision, goals, and/or intended outcomes.

Performance Level 3

The program has a clear, written statement of mission, vision, goals, and intended outcomes. Staff members and stakeholders are informed of the program's mission, vision, goals, and intended outcomes and reminded of them regularly; staff members generally demonstrate awareness of them. The program's mission is posted at the program site/office.

Performance Level 4

The program has a vision statement and a clearly written mission statement. It has directly aligned goals to achieve the mission and the resulting intended outcomes. Staff members and stakeholders are aware of the program mission and goals and align all activities and actions with the goals and mission. The program's mission is posted at the program site, and are printed on all program materials and documents such as posters, brochures, staff handbook, and parent handbook.

Program Sustainability & Growth, Indicator 2

Involves participants, families, staff, and other appropriate stakeholders in long-term decision-making and planning efforts.

Performance Level 1

The site director or executive staff members do not involve participants, families, staff, and other appropriate stakeholders in long-term decision-making and program planning.

Performance Level 2

The site director and executive staff members conduct long-term decision-making and planning. The site director occasionally involves other stakeholders in informal conversations around program planning and decision-making.

Performance Level 3

The site director is committed to share decision-making within a team approach. The program has clearly defined goals

and objectives, and plans and makes decisions based on these goals, which are included in program literature. Program staff members are encouraged to work collaboratively with participants, families, board members, or executive staff to plan, develop, and strengthen program quality. Participants, families, board members, and executive staff are viewed as resources and as instrumental to the sustainability of the program.

Performance Level 4

The program goals and related decisions are collaboratively made by multiple stakeholders. Information on the importance and role of stakeholder involvement and shared decision-making is clearly communicated in all program materials, reviewed during staff meetings and program orientations for families and participants, and are posted at a central location at the site. Training and user-friendly information is provided to stakeholders to assist them with their shared decision-maker role. Stakeholders are invited at different points to reflect, plan, and participate in the decision-making process. Staff members can articulate how their activities and decisions support program goals and take initiative to identify areas of continuous improvement.

Program Sustainability & Growth, Indicator 3

Has a long-term plan for sustaining the afterschool program, including a multi-year funding plan with diversified sources of funding.

Performance Level 1

Program funding is secured for one year at a time. The program relies primarily on one source of funding, such as a government contract or private grant.

Performance Level 2

The program has a short-term sustainability plan and uses a two-year funding plan. The program relies mostly on a few sources of funding, such as government contracts and private grants.

Performance Level 3

Program sustainability is a priority for the afterschool program or the program in partnership with the larger organization/responsible institution, as applicable. The program has a long-term sustainability plan and uses a multi-year funding plan. The program secures funding and income from multiple sources, such as government contracts, private grants, program fees, fundraising, etc. The program also uses a marketing strategy to publicize its importance in the community.

Performance Level 4

Program sustainability is a priority for the afterschool program or the program in partnership with the larger organization/responsible institution, as applicable. The program has developed a thoughtful long-term sustainability plan, with a multi-year funding plan, which is reviewed on an on-going basis. The program relies on multiple large and small sources of funding and income, such as government contracts, private grants, program fees, fundraising, etc. Additionally, the site director and/or agency development staff regularly seek and often secure unrestricted funds that can be used for general and/or specific purposes as well as in-kind resources through partnerships with other organizations. The program uses a marketing strategy to publicize the importance of the program in the community, and has an advocacy strategy to encourage public officials to support the program.

Program Sustainability & Growth, Indicator 4

Accesses resources within the community and beyond by building relationships with and seeking support from local businesses and institutions.

Performance Level 1

Relationships with local businesses and institutions are undefined or non-existent.

Performance Level 2

The site director tries to build or maintain relationships with one or more local businesses or institutions. Resources from these organizations are small, one-time, or occasional.

Performance Level 3

The site director and some staff members build and maintain relationships with several local businesses and institutions. Resources and support from these organizations are occasionally offered to the program. In addition, the site director and/or agency development staff coordinates an annual campaign to ask these organizations for goods, services, support, and financial support, when appropriate.

Performance Level 4

The site director and other staff members maintain strong, ongoing relationships with most local businesses and institutions, clearly communicating the relationship between community support, afterschool programming, participant success, and workforce preparation. Resources from these organizations are targeted to specific, agreed-upon areas with progress and results clearly communicated back to the contributors. In addition, the site director and/or agency development staff coordinates several campaigns each year asking local organizations for goods, services, and financial support, when appropriate.

Program Sustainability & Growth, Indicator 5

Cultivates and maintains relationships with advocates for program quality and availability, such as community leaders, businesses, and elected officials at all levels.

Performance Level 1

The site director's relationship with potential afterschool advocates in the community is undefined or non-existent.

Performance Level 2

The program is connected with a few community leaders, businesses, elected officials, or other advocates. The site director knows the advocates and contacts them only when program concerns arise. Local advocates are not fully aware of the program activities and services offered.

Performance Level 3

The program is connected with several community leaders, businesses, elected officials, and other advocates. The site director maintains regular relationships with advocates and communicates information on program strengths, achievements, needs, and concerns on a regular basis. Local advocates are aware of and support the program. The site director and several staff members belong to a local or regional afterschool network of providers.

Performance Level 4

The program is closely connected with many community leaders, businesses, elected officials, and other advocates. The site director and other staff members maintain regular relationships with advocates and regularly communicate information on program strengths, achievements, needs, and concerns. One or more advocates from the community sit on the afterschool program advisory committee or board. The site director and several staff members are actively involved in the local or regional afterschool network of providers and belong to one or more statewide and national organizations. The site director collaborates with other community groups to advocate and to provide advocacy training to community members and families.

Program Sustainability & Growth, Indicator 6

Has an effective marketing strategy that publicizes the program and its achievement within the school(s) and broader community.

Performance Level 1

The program advertises its services on an ad hoc basis. Most publicity is received through word of mouth. There is no public information about the program's services and achievements.

Performance Level 2

The program regularly advertises its services using a single strategy (e.g., newspaper or online advertising). Publicity is received through word of mouth and a program website. There is some public information about the program's services and achievements, but information is not recent and/or regularly updated.

Performance Level 3

The site director has a strategic plan to publicize the program. The program regularly advertises its services using multiple strategies, such as word of mouth, a program website, and open houses. There is public information about the program's services and achievements, which is shared with program stakeholders annually.

Performance Level 4

The site director uses a strategic plan to publicize the program, which was created by staff members, participants, and other program stakeholders. The program regularly advertises its services using multiple strategies, such as word of mouth, a program website, and open houses. There is current public information about the program's services and achievements, which is shared throughout the year with program stakeholders and with the broader community.

Program Sustainability & Growth, Indicator 7

Invites board members, elected officials, and other VIPs for afterschool program visits.

Performance Level 1

The program does not invite board members, elected officials, and other VIPs to visit the afterschool program.

Performance Level 2

The program invites board members, elected officials, and other VIPs to attend one or more selected special events that do not fully demonstrate the importance and the positive impact of the program.

Performance Level 3

The site director works in collaboration with the appropriate organizational staff and/or school administrators to facilitate afterschool program visits that include board members, elected officials, and other VIPs, such as business and community leaders. The visits are organized to demonstrate the program's importance to the participants, families, community, and beyond.

Performance Level 4

The site director works in collaboration with the appropriate organizational staff and/or school administrators to develop a schedule and facilitate regular afterschool program visits that include board members, local, state, and national elected officials, and other VIPs, such as business and community leaders. As appropriate, the site director coordinates with the media to obtain coverage of the visits. The visits highlight the breadth and depth of afterschool program services and underscores the program's importance to the participants, families, community, and beyond.

Program Sustainability & Growth, Indicator 8

Participates in broader organized advocacy opportunities to market the afterschool program.

Performance Level 1

The program does not participate in organized opportunities to advocate for and market the afterschool program.

Performance Level 2

The program is aware of organized advocacy opportunities, such as local advocacy days and Lights On Afterschool Day, but participates infrequently.

Performance Level 3

The afterschool program participates in activities that build a coalition of external support for overall afterschool funding and sustainability. The program prioritizes participation in advocacy activities, such as Lights On Afterschool Day, postcard and letter writing campaigns, petitions to elected officials, testimonials at community board meetings, and advocacy days at local, state, and national capital buildings.

Performance Level 4

The afterschool program participates in activities that build a coalition of external support for overall afterschool funding and sustainability. The program prioritizes participation in advocacy activities, such as Lights On Afterschool Day, postcard and letter writing campaigns, petitions to elected officials, testimonials at community board meetings, and advocacy days at local, state, and national capital buildings. The program's strategic plan includes advocacy activities. Program or organizational leadership assists with planning and organizing advocacy activities.

