

Administrator Checklist

This checklist supports administrators in evaluating the quality, variety, and design of student life programming. Use it to identify strengths, gaps, and next steps in ensuring programs provide meaningful choices, align to student interests and transition goals, and promote engagement, independence, and skill development.

Program Variety and Choice

Range of Offerings

- ☐ A wide range of activities is available including recreation, arts, leadership, career-focused options
- ☐ Students have meaningful choices and are not limited to a single or repetitive set of options

Participation

- ☐ All students can access and participate in activities
- ☐ Participation is driven by interest and barriers to involvement are identified and addressed

Alignment to Student Interests and Transition Goals

Student-Informed Programming

- ☐ Programs are informed by student interests and feedback
- ☐ Activities connect to students' strengths, preferences, and future goals

Transition Readiness

- ☐ Programming supports transition goals including independent living, career exploration, social skills, and self-advocacy
- ☐ Students have opportunities to explore future pathways through programming

Program Quality and Structure

Planning and Purpose

- ☐ Activities are planned, structured, and focused on skill development rather than simply filling time
- ☐ Programs are implemented consistently across days and staff

Expectation and Routines

- ☐ Expectations and routines are clear and consistently followed
- ☐ Staff understand their role in supporting student growth across all settings

Student Engagement and Ownership

Student Voice

- ☐ Students have the opportunity to provide input on programming options
- ☐ Student feedback is used to improve offerings

Leadership and Ownership

- ☐ Students have opportunities to lead or co-lead activities
- ☐ Students demonstrate ownership and pride in the program community

Program-Level Reflection

After completing this checklist, ask yourself:

- Do students have meaningful choices aligned to their interests and transition goals?
- Are all students actively engaged and participating or are some groups less engaged?
- Are programs structured intentionally to promote skill-building and independence?
- Is programming consistent across staff, schedules, and settings?
- Do students have opportunities to lead and take ownership in shaping the program?