

PSAYDN Program Quality Self-Assessment Tool

To complete the numerical ratings on the Self-Assessment Tool, all ratings have to be based as exactly as possible on the Rating Indicator Level descriptions provided. Ratings are based on the current situation, not on future plans and should be assigned in the following way:

- Read the descriptions beginning with those under 1.
- A rating of 1 is the maximum rating given if any part of that description applies.
- A rating of 2 is given if no part of 1 and half or more of 3 apply.
- A rating of 3 or 5 is given only if all parts of the description are met. Please note that all descriptions in 3 must be met before any higher rating is given.
- A midpoint rating of 4 is given when all of the items in 3 and half or more of the items in 5 apply.

Quality Elements and Supporting Evidence	Rating Level Indicators					Rating
STRUCTURE AND MANAGEMENT						
A1 - Well-trained, consistent staff and volunteers that represent the community being served	1	2	3	4	5	
Describe your staffing structure, including responsibilities and qualifications for management, direct service and other support staff. How long, on average, have staff worked with your program or organization?	<ul style="list-style-type: none"> ▪ All direct program services and management provided by volunteers 	<ul style="list-style-type: none"> ▪ Program employs part-and/or full-time staff ▪ Designated program coordinator/manager(s) support management functions for program ▪ Part-time staff paid for program time only ▪ Average staff retention of one year or more 	<ul style="list-style-type: none"> ▪ Salaried full-time program coordinator/ manager holds at least a Bachelors' degree ▪ All part-time staff paid for program, planning, and staff development time ▪ FT staff retention of 2-3 years on average, PT staff retention average of at least 1 year 			

<p>What methods does your program use to recruit, screen, hire, and retain qualified staff?</p>	<ul style="list-style-type: none"> ▪ No written job descriptions ▪ No defined staff qualifications or screening process 	<ul style="list-style-type: none"> ▪ Written job descriptions detail staff duties ▪ Candidates complete all background checks required by state/funders ▪ Some efforts to recruit a diverse staff that reflects the community being served and brings experience with youth and/or content knowledge ▪ Staff compensated fairly, but no other intentional efforts to increase staff retention 	<ul style="list-style-type: none"> ▪ Written job descriptions include desired qualifications ▪ Staff hired based on their experience and interest in working with youth and their knowledge and skill in the program’s content areas ▪ The majority of staff members represent and are able to address the diverse needs of the target population ▪ Staff compensated fairly, provided opportunities for support and skill-building and recognized publicly in order to support staff retention 	
<p>Do staff have access to on-going professional development opportunities such trainings and conferences? What are the yearly expectations for professional development, in terms of amount and/or content, by staff’s level of responsibility in your program?</p> <p>What types of on-site support do staff have to continue building skills?</p>	<ul style="list-style-type: none"> ▪ Only some staff attend professional development ▪ Professional development topics not informed by any assessment of needs 	<ul style="list-style-type: none"> ▪ Staff participate in on-going professional development to address the unique characteristics of youth and families and the content focus of program ▪ Staff receive only informal supervision or feedback related to their performance ▪ Staff meetings held at least monthly to address program issues 	<ul style="list-style-type: none"> ▪ Staff receive written, performance-based, assessments of their work, identify areas for needed skill-building, and plan for professional development based on identified priorities ▪ Professional development opportunities are available in multiple formats (on- and off-site) including workshops, observation, coaching, and peer-to-peer learning ▪ Staff receive regularly-scheduled one-on-one supervision and feedback ▪ Staff meetings held more than once a month to address program issues and support staff skill-building 	

A2 - Written policies and procedures that are consistently used and updated and supported by management	1	2	3	4	5	
<p>Does your organization have written personnel policies? Do you have written policies and procedures for program operations, including client confidentiality?</p> <p>How are policies and procedures communicated to staff, participants and/or families? How frequently are program policies updated?</p>	<ul style="list-style-type: none"> ▪ No documented policies and procedures for personnel or program operations 	<ul style="list-style-type: none"> ▪ Employee handbook details personnel policies and internal procedures ▪ Parent and/or participant handbook includes policies for pick-up and dismissal, behavior guidelines and consequences, 			<ul style="list-style-type: none"> ▪ Written policies and procedures include all of the following: enrollment and attendance documentation, behavior guidelines and consequences, emergency procedures, confidentiality policies, and personnel policies such as benefits and grievances ▪ Relevant written policies and procedures distributed to and reviewed with staff, participants, and families ▪ Policies and procedures updated at least once every 3 years 	
A3 - Sustainable funding and sound fiscal management	1	2	3	4	5	
<p>What type of funding supports your program—fees, public/private grants or contracts? Single or multiple funding sources? Are the funding sources renewable year to year?</p> <p>Who in your organization is responsible for identifying and pursuing funding opportunities? Does your program/organization have a written sustainability plan?</p>	<ul style="list-style-type: none"> ▪ Program does not have steady funding 		<ul style="list-style-type: none"> ▪ Program has designated funding to support operations each year ▪ No documented plan to diversify or sustain program funding 		<ul style="list-style-type: none"> ▪ Program has multi-year or renewable funding sources to support operations ▪ Detailed long- and short-term sustainability plan supports efforts to gain other sources of funding or in-kind resources ▪ Agency staffing supports program staff with fund development 	

<p>Describe your organizational and/or program procedures for creating program budgets and monitoring expenses.</p>	<ul style="list-style-type: none"> ▪ Program does not document or track budget or expenses 	<ul style="list-style-type: none"> ▪ Program has approved budget, tracks expenses, reviews and adjusts budget periodically 	<ul style="list-style-type: none"> ▪ Annual site and organizational budgets allocate resources to meet identified mission, goals and objectives ▪ Documentation of compliance with local, state, and federal fiscal, accounting, recordkeeping, and audit requirements ▪ Site coordinators have timely access to resources and are able to allocate resources to meet site-specific needs 			
<p>A4 - Continuous improvement methods including: strategic planning, evaluation, outcomes measurement, and participant/family input</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	
<p>Does your program or agency have an annual or longer-term planning process to determine program goals? Who is involved in that process?</p> <p>How does your program gather input or feedback from staff, youth, and families to determine if the program is meeting its goals and the interests of youth? How is that information used to improve the program?</p>	<ul style="list-style-type: none"> ▪ No formal mechanisms gather input from staff, youth, and families to inform program improvements 	<ul style="list-style-type: none"> ▪ Annual and/or longer-term planning process for program involves multiple staff levels and incorporates some form of youth input ▪ Program uses informal methods to get feedback from youth and/or families 	<ul style="list-style-type: none"> ▪ Program involves staff, organizational leadership, families, and participants in long-term planning and regular decision-making ▪ Program gathers and uses input from staff, participants, families, schools and other partners, funders and community members in its improvement efforts 			
<p>Do you monitor activities and/or observe the program? If so, how often? How do you use this information to improve your program?</p>	<ul style="list-style-type: none"> ▪ No established observation or supervisor feedback 	<ul style="list-style-type: none"> ▪ Staff receive informal feedback on observed performance 	<ul style="list-style-type: none"> ▪ Annually, at least two classroom observations conducted and feedback shared with staff member 			

<p>Do you track any data related to youth outcomes? What are the roles and responsibilities of administrators and staff members related to assessment, data collection and analysis?</p>	<ul style="list-style-type: none"> ▪ No system to track participation or progress 	<ul style="list-style-type: none"> ▪ System maintained to collect and monitor participant enrollment and attendance data 	<ul style="list-style-type: none"> ▪ Centralized database of participant and program information regularly updated and used by staff ▪ Program leadership uses assessment and evaluation data to continuously review and refine program activities, staffing and administration ▪ Evaluation findings communicated to staff, partners, families, and other stakeholders
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POSITIVE CONNECTIONS

B1 - Positive relationships between and among youth and staff	1	2	3	4	5
<p>In what ways do staff support positive communication and conflict resolution with youth and co-workers?</p>	<ul style="list-style-type: none"> ▪ Staff either ignore youth conflicts, or impose negative consequences without taking the time to understand the cause 	<ul style="list-style-type: none"> ▪ Staff relate to all participants in positive ways ▪ Program establishes, maintains and communicates code of conduct to participants, staff, and their families ▪ Program applies rewards and consequences for participant behavior appropriately and consistently ▪ Staff communicate with respect and are role models of positive relationships 			<ul style="list-style-type: none"> ▪ Staff relate to all participants in positive ways and intentionally build individual relationships ▪ Staff approach negative behavior calmly, acknowledging youth's feelings while stopping hurtful behavior ▪ Staff facilitate constructive conflict resolution when needed

<p>How much time is included in the program schedule for youth to interact socially? Work together to complete group projects?</p>	<ul style="list-style-type: none"> ▪ Program day offers limited to no opportunities for youth to interact socially or organized group work 	<ul style="list-style-type: none"> ▪ Program day provides opportunities for informal peer interactions, but only a limited amount of organized group work ▪ Youth formally or informally reach out to help/mentor peers and help them figure out how to complete a task 	<ul style="list-style-type: none"> ▪ Program frequently engages youth in positive peer interactions through organized group work, shared responsibilities and informal social time ▪ Youth work together/share materials to accomplish tasks. Youth are equal partners in the work 	
<p>To what extent do youth interact with each other in a positive and respectful manner?</p>	<ul style="list-style-type: none"> ▪ Youth do not interact comfortably, negative comments about other participants go unchecked 	<ul style="list-style-type: none"> ▪ Youth are friendly and relaxed with one another and socialize informally ▪ Youth listen and respond to each other and staff, appearing interested in what others have to say 	<ul style="list-style-type: none"> ▪ Youth refrain from derogatory comments or actions about any individual; if disagreements occur, they are handled constructively ▪ One or more youth formally or informally reach out to help/mentor peers 	
<p>B2 - Strong partnerships with families, schools, businesses and other community stakeholders</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Describe your efforts to inform and connect parents and caregivers to program and school activities.</p>	<ul style="list-style-type: none"> ▪ Staff do not communicate regularly with caregivers ▪ Program does not include opportunities for caregivers to give input or be involved in the program 	<ul style="list-style-type: none"> ▪ Program holds orientation sessions to inform caregivers about the program ▪ Staff make an effort to personally greet and converse with caregivers ▪ Staff communicate constructive feedback about participants to their caregivers in a respectful, confidential manner ▪ Program invites caregivers to a variety special events or activities throughout the year ▪ Caregivers are encouraged to share their thoughts about the program through informal 	<ul style="list-style-type: none"> ▪ Staff make regular efforts to share positive information with caregivers about their child, through both conversation and written updates ▪ Program provides opportunities for caregivers to play leadership roles, e.g. by serving on an advisory group or committee, organizing special events, or volunteering at the program ▪ Program provides support and resources to empower caregivers to play an active role in supporting their children's education 	

	<p>conversations, focus groups, or surveys appropriate to their culture, language, or literacy level</p>	
<p>Describe your efforts to establish and build partner relationships with school staff and administrators.</p>	<ul style="list-style-type: none"> ▪ Staff do not communicate regularly with school staff ▪ For school-based programs, staff and participants have access to sufficient indoor and outdoor space and storage that can be locked when needed ▪ Staff collaborates regularly with school-day personnel regarding use of facilities and resources ▪ Staff are aware of the ways academically-oriented activities support participants' school success 	<ul style="list-style-type: none"> ▪ Academic activities build on or complement school day curricula and are clearly linked to state content standards ▪ Staff communicate with school-day staff to monitor academic and behavioral progress of students ▪ Program is represented in local schools' planning efforts
<p>Describe your efforts to establish and build partner relationships with community partners.</p> <p>What facilities or resources in the community do you use?</p> <p>Do you have a referral system in place to connect youth to other resources?</p>	<ul style="list-style-type: none"> ▪ Program does not regularly communicate or collaborate with community resources ▪ Program partners with community resources to expand activity options, exposure, and supports for participants ▪ Staff make informal connections with community resources to address the diverse needs of participants 	<ul style="list-style-type: none"> ▪ Program conducts ongoing outreach to identify potential resources and partners ▪ Memoranda of Understanding or other written agreements clearly define collaborative partners' roles and expectations ▪ Staff communicate regularly with community partners to provide updates, get input, and plan together ▪ Formal referral or partnership agreements help connect participants to supportive services or additional opportunities

B3 - Opportunities for youth to contribute to the well-being of the community	1	2	3	4	5	
Does your program offer youth community-based learning or service opportunities?	<ul style="list-style-type: none"> ▪ No community-focused or – based learning opportunities 		<ul style="list-style-type: none"> ▪ Program offers participants opportunities outside of school, such as community service projects, to see themselves as resources and contributors 		<ul style="list-style-type: none"> ▪ Community projects are designed to help solve real-life problems in the community 	
SAFETY AND HEALTH						
C1 - Safe and accessible environment	1	2	3	4	5	
Does your program have written emergency procedures and health and safety policies? What do those policies cover and how are they communicated/distributed? What, if any, health and safety training do staff receive?	<ul style="list-style-type: none"> ▪ No documented health or safety policies 		<ul style="list-style-type: none"> ▪ Program develops, implements, and shares approved safety plans and procedures with staff ▪ Program ensures that at least one staff member trained in First Aid/CPR is present at all times ▪ Program provides adequate security and participants are supervised by an approved adult at all times 		<ul style="list-style-type: none"> ▪ Program develops, implements, and shares approved safety plans and procedures with staff, participants and families ▪ Safety plans align with emergency procedures of host site (if applicable) ▪ Program conducts all required fire/safety drills ▪ Staff are aware of participants’ health and medical needs and adjust activities as needed 	
Does your program have written policies to ensure equal access and safe participation for all youth? How do staff promote and maintain a safe physical and emotional environment for all participating youth?	<ul style="list-style-type: none"> ▪ Program space or offerings are not accessible to all youth 		<ul style="list-style-type: none"> ▪ Program space and operations meet all local, state and federal regulations regarding accessibility (e.g. ADA) ▪ Program develops and manages effective arrival and dismissal procedures and plans for safe travel home ▪ Participant files include emergency contact information, medical release forms, allergy and health information ▪ No one in the program 		<ul style="list-style-type: none"> ▪ Program materials and policies emphasize commitment to serving all youth in the community ▪ Staff make reasonable accommodations to serve youth with learning differences or special needs ▪ Staff consistently intervene when youth are adults make hurtful or negative comments ▪ The emotional climate of the program is positive, characterized by mutually 	

		feels threatened or unsafe because of who they are	respectful, supportive interactions among staff and youth		
C2 - Clean and well maintained facilities	1	2	3	4	5
How well does your available space meet your program needs? Do your available facilities have enough space for children/youth to participate in planned activities without crowding or disruption?	<ul style="list-style-type: none"> Space or equipment access is not sufficient for program activities 	<ul style="list-style-type: none"> Facilities meet appropriate local, state, and federal regulations Space is sufficient for program activities, with some minor challenges in running activities at the same time 	<ul style="list-style-type: none"> Program has access to enough equipment and space to carry out a range of activities to meet the needs of youth and can hold multiple activities at the same time with little to no interruption 		
Who is responsible for maintaining program space? Do staff routinely scan for safety hazards? How do staff address any concerns about the facilities?	<ul style="list-style-type: none"> Facility does not have designated personnel to address safety issues Program staff do not identify or address safety concerns 	<ul style="list-style-type: none"> Program has designated staff roles or support staff responsible for the upkeep and maintenance of facilities and equipment Staff notify management and/or facilities staff of any concerns regarding the safety of equipment or facilities 	<ul style="list-style-type: none"> Program has written procedures in place regarding the upkeep and maintenance of facilities and equipment Staff make regular inspections of facilities and equipment for potential concerns, and safety hazards are addressed promptly 		
C3 - Programming and environments which promote fitness, good nutrition, and healthy choices	1	2	3	4	5
What types of services or activities does your program offer related to health or fitness?	<ul style="list-style-type: none"> Program does not offer healthy snacks or any activities to promote health and fitness 	<ul style="list-style-type: none"> Program serves food and drinks that meet the nutritional, caloric, and health needs of participating youth Youth have the opportunity to engage in regular physical activity 	<ul style="list-style-type: none"> Activities to promote personal hygiene and good health habits are part of the educational program Staff emphasize character-building components of physical activities (e.g playing by the rules, treating opponents with respect) 		
ACTIVITIES					
D1 - Activities which are intentionally designed, age-appropriate, develop skills, promote learning, and foster positive youth development	1	2	3	4	5

<p>Describe your planning process - how do you determine overall goals and daily activities (e.g., using your logic model, documented program design)?</p>	<ul style="list-style-type: none"> ▪ Activities are not intentionally planned according to program mission, developmental or learning objectives 	<ul style="list-style-type: none"> ▪ Activities reflect the mission of the program and promote the physical, mental, and/or social-emotional development of all participants ▪ All activities planned according to the age and skill level of the participants and identify targeted skills that participants will develop during the program cycle 	<ul style="list-style-type: none"> ▪ Comprehensive written program design and activity plans define learning objectives that build on each other throughout the program cycle and show how activities connect to objectives ▪ Program emphasizes the connections between learning and real life 			
<p>D2 - Activities which contain varied content, learning strategies and combine different academic, recreational, and cultural elements</p>	1	2	3	4	5	
<p>Describe your weekly schedule of activities.</p>	<ul style="list-style-type: none"> ▪ Program does not have a consistent schedule or use varied formats/activity types 	<ul style="list-style-type: none"> ▪ Established program schedule is known to all staff, participants, and their families ▪ Participants can make age-appropriate choices among a variety of activities or materials 	<ul style="list-style-type: none"> ▪ The daily schedule is flexible, and offers enough security, stimulation, and independence to meet the needs of all participants ▪ The program uses a mixture of instructional approaches to help youth achieve learning objectives ▪ Program employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group. 			
<p>D3 - Activities which are youth-centered, are responsive to youth interests, and actively involve youth in program development, planning, and implementation</p>	1	2	3	4	5	

<p>How do you make sure that activities fit youth interests? What role, if any, do youth play in planning and designing activities?</p>	<ul style="list-style-type: none"> ▪ Program does not seek and/or incorporate youth feedback or involvement in planning or implementation 	<ul style="list-style-type: none"> ▪ Youth have multiple opportunities to provide input into the structure and content of the program ▪ Youth are recognized for their special interests and talents ▪ The program builds upon the unique strengths and developmental needs of individual youth 	<ul style="list-style-type: none"> ▪ Program planned collaboratively with participants, with age-appropriate roles and responsibilities for helping plan or implement activities ▪ Program offers project-based, experiential activities that promote creativity and development of participant self-expression ▪ Youth have time to reflect on their personal attributes and are supported in setting goals 		
<p>D4 - Activities which promote understanding and respect for youth's and others' cultures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>How does your program help youth to better understand and respect the varied backgrounds and personal experiences of their peers and community?</p>	<ul style="list-style-type: none"> ▪ Program does not incorporate activities or materials related to cultural diversity/tolerance 	<ul style="list-style-type: none"> ▪ Participants' culture(s) and home language(s) are respected and incorporated into activities 	<ul style="list-style-type: none"> ▪ The program's environment, activities and policies reflect positive regard for the youth, families and their cultural backgrounds and promote positive interactions 		