

## SAYD Program and Agency Governance and Functioning Assessment (Levels 2-4) Program Handbook Development

<b>SAYD Competencies</b>	<p><u>PAGF1</u>: Provides supervision of SAY per legal regulations, standards, policies and procedures of the organization,</p> <p><u>PAGF2</u>: Maintains accurate documentation for group, program, and fiscal requirements for SAY,</p> <p><u>PAGF3</u>: Engages in risk and crisis management,</p> <p><u>PAGF4</u>: Identifies and describes procedures for accurate documentation and record keeping for group, program, and fiscal requirements,</p> <p><u>PAGF5</u>: Participates in activities designed to increase communication, support growth, and encourage accountability,</p> <p><u>PAGF6</u>: Ensures communication and implementation of legal guidelines, standards, and health and safety policies and procedures,</p> <p><u>PAGF7</u>: Identifies action plans and strategic planning processes supportive of continuous improvement processes.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4H1, 2-4H2, 2-4H3, 2-4H4, 2-4H5, 2-4H6, 2-4H7, 2-4H8, 2-4H9, 2-4H10, 2-4H11, 2-4H12, 2-4H13, 2-4H14, 2-4H15, 2-4H16, 2-4H17, 2-4H18, 2-4H19, 2-4H20, 2-4H21, 5D5, 5D6, 5D7, 5D8, 5D9, 5D10, 5D11, 5D12, 5D13, 5D14, 5D15, 5D16, 5D17, 5D18, 5D19, 5D20, 5H1, 5H2, 5H16, 5H17, 5H20
<b>IPTS</b>	4N, 7K, 9A, 9E, 9I, 9S, 10G, 11A, 11B, 11C, 11D, 11J, 11K
<b>NAA</b>	8, 17, 22, 24, 25, 28, 29, 30, 31, 34, 35, 36
<b>COA</b>	1.02, 2.03, 3.01, 5.05, 8.03, 8.04, 8.06, 9.01-9.03, 9.05, 9.07-9.09, 9.11, 10.02, 10.03, 11.01, 11.04, 12.01-12.05, 13.04-13.06
<b>ACT Now</b>	4.1-4.4, 5.1, 5.5, 5.6, 7.1-7.3, 8.1-8.3, 8.6, 9.1-9.4, 11.1, 12.1-12.4, 13.1-13.4, 14.1-14.4, 15.1, 16.1-16.4, 17.6, 18.1-18.6, 20.1-20.3, 21.1, 22.1-22.4, 23.1-23.4, 28.1, 28.2, 29.1-29.3

### Assessment Guidelines

Providing guidance and oversight is a hallmark of effective school-age and youth programming. In this Assessment, you will be responsible for developing an Employee Handbook and a Program Governance Handbook. The goal of each of these is to develop effective policies and guidance to support program staff in developing and implementing key policies and procedures.

Part One of your Assessment requires that you develop an Employee Handbook that supports employees in their development as school-age and youth practitioners. In Part Two, you will develop a Program Governance Handbook that outlines key policies and procedures and identifies factors that support program implementation.

#### **Part One: Employee Handbook**

Each of the prompts provided below key areas that can support employee performance in a school-age and youth environment. Fill in the information below based on state guidelines and standards as well as your knowledge of evidence-based practice.

### Employee Handbook

#### **Program Commitment to Quality**

- Describe your vision of a positive work environment:

#### **Documentation Procedures**

Outline documentation procedures, required forms, and how the procedures outlined align with program standards and legal requirements.

### **Incidents**

Outline of Documentation Procedure:

Required Forms:

Alignment with Program Standards and Legal Requirements:

### **Accidents**

Outline of Documentation Procedure:

Required Forms:

Alignment with Program Standards and Legal Requirements:

### **Grievances**

Outline of Documentation Procedure:

Required Forms:

Alignment with Program Standards and Legal Requirements:

### **Medication Distribution:**

Outline of Documentation Procedure:

Required Forms:

Alignment with Program Standards and Legal Requirements:

### **Supervision**

Outline required a child supervision policies and how they align with program standards and safety requirements.

Child supervision policy:

Alignment with Program Standards and Safety Requirements:

### **Required Certifications:**

Provide an overview of required certifications and how they are documented.

#### **CPR**

Overview:

Documentation Procedures:

### **Universal Precautions**

Overview:

Documentation Procedures:

### **First Aid**

Overview:

Documentation Procedures:

### **Other (please identify)**

Overview:

Documentation procedures:

### **Program Resources**

Provide an overview of procedures for requesting program resources as well as required documentation.

Procedures for Requesting Program Resources:

Required Documentation:

### **Processes for Data Collection and Storage**

Outline policies and procedures for confidential data collection and storage.

Confidentiality Policy:

Storage Procedures (processes to ensure confidential information is not stolen, damaged, or used in unauthorized ways):

### **Safety and Health Guidelines**

Describe program safety and health guidelines as they relate to operational risks.

Strategies to avoid, reduce, and eliminate operational risks:

### **Staff Development Opportunities**

Provide an overview of staff development opportunities, including regular communication, growth, and accountability requirements and supports.

Overview of Communication Opportunities:

Participation guidelines:

Overview of Growth Opportunities:

Participation guidelines:

Overview of Accountability Requirements:

Participation guidelines:

Overview of Opportunities to Participate in Continuous Improvement Processes:

## **Part Two: Program Policy and Procedure Manual**

Each of the prompts provided below relate to essential policies and procedures when designing and implementing effective program policies and procedures within school-age and youth programs. Fill in the information below based on state guidelines and standards as well as your knowledge of evidence-based practice.

### **Program Policy and Procedure Manual**

#### **Strategic Plan**

Outline the strategic plan of the organization and how this information is disseminated.

#### **Program Legal Policies**

Providing an overview of legal policies, the program is required to adhere to.

General Operations:

Maintenance:

Program Fiduciary Policies:

#### **Documentation and Record Keeping**

Describe program documentation and recordkeeping policies and practice.

Strategies to ensure accuracy:

Methods used:

**Assessment Rubric (pulled from SAYD Master Rubrics)**

**SAYD Program and Agency Governance and Functioning Assessment (Levels 2-4): Program Handbook Development Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD PAGE1:</u></b> Provides supervision of SAY per legal regulations, standards, policies and procedures of the organization.</p> <p><b>SAYD:</b> 2-4H9, 2-4H13, 2-4H15</p> <p><b>NAA:</b> 22, 29, 31, 34</p> <p><b>IPTS:</b> 9I, 9S, 10G, 11C, 11D, 11K</p> <p><b>COA:</b> 9.01, 9.02, 9.09, 9.11, 12.01-12.05</p> <p><b>ACT Now:</b> 4.1-4.4, 5.1, 5.5, 8.3, 8.6, 9.1-9.4, 14.4, 16.1- 16.4, 18.-18.6, 23.1-23.4, 28.2, 29.1-29.3</p>	<p>Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements.</p> <p>Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization.</p> <p>Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).</p> <p>Reflects on capacity to supervise and align behavior with required parameters and policies.</p>	<p>Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements.</p> <p>Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization.</p> <p>Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).</p>	<p>Documents incidents, accidents, or grievances according to program policies and procedures, standards, and legal requirements.</p> <p>Provides supervision of school-age and youth according to legal regulations, standards, policies or procedures of the organization.</p> <p>Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).</p>	<p>Incorrectly documents incidents, accidents, or grievances according to program policies and procedures, standards, and legal requirements.</p> <p>Provides inadequate supervision of school-age and youth according to legal regulations, standards, policies or procedures of the organization.</p> <p>Fails to attain required relevant certifications and training (e.g. CPR, universal precautions, first aid).</p>	
<p><b><u>SAYD PAGE2:</u></b> Maintains accurate documentation for group, program, and fiscal requirements for SAY.</p> <p><b>SAYD:</b> 2-4H4, 2-4H6, 2-4H7, 5H1, 5H2</p> <p><b>NAA:</b> 31, 35, 36</p> <p><b>IPTS:</b> 4N, 11B, 11C, 11D</p> <p><b>COA:</b> 1.02</p> <p><b>ACT Now:</b> 8.1-8.3, 12.1- 12.4, 13.1-13.4, 15.1</p>	<p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.</p> <p>Contributes to creating a program budget, when appropriate.</p> <p>Follows agency, legal and fiduciary policies and</p>	<p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.</p> <p>Contributes to creating a program budget, when appropriate.</p> <p>Follows agency, legal and fiduciary policies and procedures and documentation</p>	<p>Gains appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.</p> <p>Contributes to development of a program budget, when appropriate.</p> <p>Follows agency, legal or fiduciary policies and procedures and provides partial documentation</p>	<p>Documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction is incomplete or inaccurate.</p> <p>Contributes to development of an inaccurate program budget.</p> <p>Does not comply with agency, legal or fiduciary policies and procedures or provide partial</p>	

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	<p>procedures and documentation strategies for adults working in the program (e.g. background checks).</p> <p>Articulates rationale as to why adherence to documentation and fiscal requirements is essential.</p>	<p>strategies for adults working in the program (e.g. background checks).</p>	<p>strategies for adults working in the program (e.g. background checks).</p>	<p>documentation strategies for adults working in the program (e.g. background checks).</p>	
<p><b>SAYD PAGE3:</b> Engages in risk and crisis management.</p> <p><b>SAYD:</b> 2-4H8, 2-4H10, 2-4H11, 2-4H12</p> <p><b>NAA:</b> 17, 29</p> <p><b>IPTS:</b> 11A, 11C, 11D, 11K</p> <p><b>COA:</b> 9.01- 9.03, 9.05, 9.07- 9.09</p> <p><b>ACT Now:</b> 4.1-4.4, 5.1, 5.5, 17.6</p>	<p>Identifies potential operational risks and specifies ways to reduce or eliminate them.</p> <p>Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.</p> <p>Differentiates between licensing, accreditation, certification, and registration.</p> <p>Provides a supportive rationale for adherence to risk and crisis management policy and practice.</p>	<p>Identifies potential operational risks and specifies ways to reduce or eliminate them.</p> <p>Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.</p> <p>Differentiates between licensing, accreditation, certification, and registration.</p>	<p>Identifies potential operational risks.</p> <p>Identifies pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.</p> <p>Differentiates between licensing, accreditation, certification, or registration.</p>	<p>Does not identify potential operational risks.</p> <p>Identifies irrelevant or does not adhere to program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.</p> <p>Does not differentiate between licensing, accreditation, certification, or registration.</p>	
<p><b>SAYD PAGE4:</b> Identifies and describes procedures for accurate documentation and record keeping for group, program, and fiscal requirements.</p> <p><b>SAYD:</b> 2-4H1, 2-4H2, 2-4H3, 2-4H5</p>	<p>Identifies and describes paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Describes the differences between privacy,</p>	<p>Identifies and describes paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Describes the differences between privacy,</p>	<p>Identifies paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Identifies the differences between privacy,</p>	<p>Identifies inappropriate paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Inaccurately identifies the</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>NAA:</b> 35, 36</p> <p><b>IPTS:</b> 4N, 11B, 11C, 11J, 11K</p> <p><b>COA:</b> 2.03, 9.07, 13.04-13.06</p> <p><b>ACT Now:</b> 8.1-8.3, 12.1-12.4, 13.1-13.4, 15.1</p>	<p>confidentiality, and restricted information.</p> <p>Names resources for supporting financial needs of programs.</p> <p>Demonstrates proactivity and a commitment to program excellent through resources identified.</p>	<p>confidentiality, and restricted information.</p> <p>Names resources for supporting financial needs of programs.</p>	<p>confidentiality, and restricted information.</p> <p>Names several resources for supporting financial needs of programs.</p>	<p>differences between privacy, confidentiality, and restricted information.</p> <p>Names irrelevant resources for supporting financial needs of programs.</p>	
<p><b><u>SAYD PAGE5:</u></b> Participates in activities designed to increase communication, support growth, and encourage accountability.</p> <p><b>SAYD:</b> 2-4H14</p> <p><b>NAA:</b> 22, 34</p> <p><b>IPTS:</b> 9I, 9S, 11C, 11K</p> <p><b>COA:</b> 12.01-12.05</p> <p><b>ACT Now:</b> 11.1, 29.1-29.3</p>	<p>Participates in regular activities with supervisors and staff designed to increase communication, support growth, and encourage accountability (e.g. staff meetings, 1-1 conferences with supervisors and staff).</p> <p>Identifies strategies to support others in program activities.</p>	<p>Participates in regular activities with supervisors and staff designed to increase communication, support growth, and encourage accountability (e.g. staff meetings, 1-1 conferences with supervisors and staff).</p>	<p>Participates in activities with supervisors and staff designed to increase communication, support growth, and encourage accountability (e.g. staff meetings, 1-1 conferences with supervisors and staff).</p>	<p>Participates in activities with supervisors and staff designed to increase communication, support growth, and encourage accountability in a way that is counterproductive.</p>	
<p><b><u>SAYD PAGE6:</u></b> Ensures communication and implementation of legal guidelines, standards, and health and safety policies and procedures.</p> <p><b>SAYD:</b> 2-4H16, 2-4H17, 5H16, 5H17, 5H20</p> <p><b>NAA:</b> 8, 24, 25, 29, 30, 35, 36</p> <p><b>IPTS:</b> 7K, 9A, 11B, 11C, 11J</p> <p><b>COA:</b> 8.03, 8.04, 8.06, 9.03, 10.02,</p>	<p>Collaborates with supervisors and colleagues to disseminate information to school-age and youth, families, and the community.</p> <p>Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling).</p>	<p>Collaborates with supervisors and colleagues to disseminate information to school-age and youth, families, and the community.</p> <p>Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling).</p>	<p>Adheres to developed policy and practice regarding the dissemination of information to school-age and youth, families, and the community.</p> <p>Identifies legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling).</p>	<p>Does not adhere to developed policy and practice regarding the dissemination of information to school-age and youth, families, and the community.</p> <p>Fails to comply with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation,</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
10.03, 11.01, 12.02  <b>ACT Now:</b> 5.6, 7.1-7.3, 14.1-14.4, 16.2- 16.4, 17.6, 18.1-18.6, 20.2, 21.1, 28.1, 28.2	Supports others in their implementation of legal guidelines, standards, and health and safety policies and procedures.			food handling.	
<b>SAYD PAGE7:</b> Identifies action plans and strategic planning processes supportive of continuous improvement processes.  <b>SAYD:</b> 2-4H18, 2-4H19, 2-4H20, 2-4H21  <b>NAA:</b> 8, 28, 36  <b>IPTS:</b> 9E, 9I, 9L, 9S, 11B  <b>COA:</b> 1.02, 3.01, 5.05, 10.02, 11.04  <b>ACT Now:</b> 9.1-9.4, 20.1-20.3, 21.1, 22.1-22.4	Collaboratively partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.  Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.  Demonstrates proactivity and an active commitment to continuous improvement processes.	Collaboratively partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.  Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.	Partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.  Identifies components of business or program plans and strategic planning.	Does not display collaborative behaviors with supervisors, managers, and colleagues when developing action plans and implement a continuous improvement process.  Identifies inaccurate or irrelevant components of business or program plans and strategic planning.	

Level 2—Yellow      Level 3—Green      Level 4—Orange