

SAYD Program and Agency Governance and Functioning Assessment (Levels 2-5) Program Handbook Development

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| SAYD Competencies | <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> <p><u>PAGF8</u>: Creates, manages, and regularly evaluates accurate documentation for group, program, and fiscal requirements,</p> <p><u>PAGF9</u>: Creates and/or implements policies to protect the organization, incorporate relevant standards, and attain higher standards of program quality,</p> <p><u>PAGF10</u>: Creates and implements policies supportive of program communication and oversight, and which contribute to a positive work environment,</p> <p><u>PAGF11</u>: Implements and evaluates shared leadership and collaborative decision-making practices,</p> <p><u>PAGF12</u>: Collaboratively develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization,</p> <p><u>PAGF13</u>: Develops and cultivates a sense of ownership and group identity with colleagues, school-age, youth, families, community members, and other organizations in the curriculum, program design, and continuous quality improvement process.</p> |
| Original Gateways SAYD Benchmarks | 2-4D13, 2-4D14, 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, 5H3, 5H4, 5H5, 5H6, 5H7, 5H8, 5H9, 5H10, 5H11, 5H12, 5H13, 5H14, 5H15, 5H16, 5H17, 5H20, 5H21, 5H22, 5H23, 5H24, 5H25, 5H26 |
| IPTS | 4B, 4C, 4K, 4L, 4N, 5G, 5M, 6F, 7K, 9A, 9D, 9E, 9H, 9I, 9J, 9L, 9O, 9S, 10B, 10G, 11A, 11B, 11C, 11D, 11J, 11K, 11M, 11Q |
| NAA | 8, 14, 17, 22, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36 |
| COA | 1.01, 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, 11.02-11.04, 12.01-12.05, 13.04-13.06 |
| ACT Now | 4.1-4.4, 5.1, 5.5, 5.6, 7.1-7.3, 8.1-8.6, 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, 26.1-26.3, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1 |

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

- Provide an overview of why accreditation plays an essential role in program quality:
- Describe your vision of a positive work environment:
- Describe how your program is committed to creating culturally and individually responsive environments through the curriculum, environment, and materials selected:

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:

Describe how policies and practice regarding documentation will be reviewed:

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:

Staff Support Policies and Procedures

Describe the policies and procedures designed to support volunteers and staff.

Outline of Staff Behaviors and Dispositions that Contribute to a Positive Work Environment:

Volunteer Staff Policies:

Orientation:

Ongoing Supports:

Assessment of Volunteer Performance:

Support for Ongoing Staff Growth:

Staff Evaluation, based on continuous improvement plans:

Policies supporting retention:

Collaboration with Community and Other Professionals

Describe strategies that contribute to thriving partnerships.

Partnership Strategies and Methods:

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.

Applicable State and Federal Regulations:

Describe state and federal regulations the program is responsible for adhering to.

Community Connections:

Describe the relationship of your program to the broader community:

Financial Plan

Overview of Program Budget:

Include the following: revenues, expenses, payment disbursement policies, and monetary receipt policies.

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:
Program Confidentiality Policies:

Governing Board

Describe governing board requirements, including composition, desired skills and abilities, how the board provides governance and oversight, and communication plans with the board.

Composition:
Desired Skills and Abilities:
Oversight and Guidance Requirements:
Communication Plan:

Continuous Quality Improvement Plan

Describe the continuous quality improvement plan of the organization. Including your description data collection strategies, and how data will be used to improve the program and develop appropriate goals.

Data Collection, Usage and Goal Setting:
Collaborative Partners:
General Policy and Oversight:
Programming and Curriculum Policies:
Adherence to Policies and Practices Supporting Best Practice in Programming:
Program Goals (developed in SMART goal format):
 Procedures for Evaluating Goals:
 Plan for Communicating Goals to Stakeholders:

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Program and Agency Governance and Functioning Assessment (Levels 2-5): Program Handbook Development Rubric

| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
|---|--|--|--|--|------------------|
| <p><u>SAYD PAGE1:</u> Provides supervision of SAY per legal regulations, standards, policies and procedures of the organization.</p> <p>SAYD: 2-4H9, 2-4H13, 2-4H15</p> <p>NAA: 22, 29, 31, 34</p> <p>IPTS: 9I, 9S, 10G, 11C, 11D, 11K</p> <p>COA: 9.01, 9.02, 9.09, 9.11, 12.01-12.05</p> <p>ACT Now: 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><u>SAYD PAGE2:</u> Maintains accurate documentation for group, program, and fiscal requirements for SAY.</p> <p>SAYD: 2-4H4, 2-4H6, 2-4H7, 5H1, 5H2</p> <p>NAA: 31, 35, 36</p> <p>IPTS: 4N, 11B, 11C, 11D</p> <p>COA: 1.02</p> <p>ACT Now: 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 procedures 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 strategies for adults working in</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 strategies for adults working in</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 documentation strategies for</p> | |

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|--|---|---|--|--|------------------|
| | <p>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>the program (e.g. background checks).</p> | <p>the program (e.g. background checks).</p> | <p>adults working in the program (e.g. background checks).</p> | |
| <p>SAYD PAGE3: Engages in risk and crisis management.</p> <p>SAYD: 2-4H8, 2-4H10, 2-4H11, 2-4H12</p> <p>NAA: 17, 29</p> <p>IPTS: 11A, 11C, 11D, 11K</p> <p>COA: 9.01- 9.03, 9.05, 9.07- 9.09</p> <p>ACT Now: 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>SAYD PAGE4: Identifies and describes procedures for accurate documentation and record keeping for group, program, and fiscal requirements.</p> <p>SAYD: 2-4H1, 2-4H2, 2-4H3, 2-4H5</p> <p>NAA: 35, 36</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, confidentiality, and restricted</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, confidentiality, and restricted</p> | <p>Identifies paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Identifies the differences between privacy, confidentiality, and restricted</p> | <p>Identifies inappropriate paper and/or electronic recording systems used to maintain accurate documentation and record keeping.</p> <p>Inaccurately identifies the differences between privacy,</p> | |

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| <p>IPTS: 4N, 11B, 11C, 11J, 11K</p> <p>COA: 2.03, 9.07, 13.04-13.06</p> <p>ACT Now: 8.1-8.3, 12.1-12.4, 13.1-13.4, 15.1</p> | <p>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>information.</p> <p>Names resources for supporting financial needs of programs.</p> | <p>information.</p> <p>Names several resources for supporting financial needs of programs.</p> | <p>confidentiality, and restricted information.</p> <p>Names irrelevant resources for supporting financial needs of programs.</p> | |
| <p><u>SAYD PAGE5:</u> Participates in activities designed to increase communication, support growth, and encourage accountability.</p> <p>SAYD: 2-4H14</p> <p>NAA: 22, 34</p> <p>IPTS: 9I, 9S, 11C, 11K</p> <p>COA: 12.01-12.05</p> <p>ACT Now: 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><u>SAYD PAGE6:</u> Ensures communication and implementation of legal guidelines, standards, and health and safety policies and procedures.</p> <p>SAYD: 2-4H16, 2-4H17, 5H16, 5H17, 5H20</p> <p>NAA: 8, 24, 25, 29, 30, 35, 36</p> <p>IPTS: 7K, 9A, 11B, 11C, 11J</p> <p>COA: 8.03, 8.04, 8.06, 9.03, 10.02, 10.03, 11.01, 12.02</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>Supports others in their</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, food handling).</p> | |

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| <p>ACT Now: 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</p> | <p>implementation of legal guidelines, standards, and health and safety policies and procedures.</p> | | | | |
| <p>SAYD PAGE7: Identifies action plans and strategic planning processes supportive of continuous improvement processes.</p> <p>SAYD: 2-4H18, 2-4H19, 2-4H20, 2-4H21</p> <p>NAA: 8, 28, 36</p> <p>IPTS: 9E, 9I, 9L, 9S, 11B</p> <p>COA: 1.02, 3.01, 5.05, 10.02, 11.04</p> <p>ACT Now: 9.1-9.4, 20.1-20.3, 21.1, 22.1-22.4</p> | <p>Collaboratively partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.</p> <p>Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.</p> <p>Demonstrates proactivity and an active commitment to continuous improvement processes.</p> | <p>Collaboratively partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.</p> <p>Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.</p> | <p>Partners with supervisors, managers, and colleagues to develop action plans and implement a continuous improvement process.</p> <p>Identifies components of business or program plans and strategic planning.</p> | <p>Does not display collaborative behaviors with supervisors, managers, and colleagues when developing action plans and implement a continuous improvement process.</p> <p>Identifies inaccurate or irrelevant components of business or program plans and strategic planning.</p> | |
| <p>SAYD PAGE8: Creates, manages, and regularly evaluates accurate documentation for group, program, and fiscal requirements.</p> <p>SAYD: 5H3, 5H4, 5H5, 5H6</p> <p>NAA: 31, 35, 36</p> <p>IPTS: 11B, 11C, 11D, 11J, 11K</p> <p>COA: 1.02</p> <p>ACT Now: 8.1, 8.2, 8.3, 12.1- 12.4, 13.1- 13.4, 15.1</p> | <p>Summarizes legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files.</p> <p>Implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses,</p> | <p>Summarizes legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files.</p> <p>Implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses, timely</p> | <p>Identifies legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files.</p> <p>Partially implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of</p> | <p>Identifies inaccurate legal requirements and program confidentiality policies.</p> <p>Implements an inappropriate financial record keeping system.</p> <p>Identifies inaccurate components of financial plans that supports the program’s mission and goals.</p> | |

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|--|--|---|---|--|------------------|
| | <p>timely payments, disbursements and receipt of monies.</p> <p>Creates, manages, and regularly evaluates a financial plan, that supports the program’s mission and goals; serving as a plan for managing the program’s financial resources; and includes a statement of income and expenditures.</p> <p>Identifies strategies to support others in their accurate documentation of group, program, and fiscal requirements.</p> | <p>payments, disbursements and receipt of monies.</p> <p>Creates, manages, and regularly evaluates a financial plan, that supports the program’s mission and goals; serving as a plan for managing the program’s financial resources; and includes a statement of income and expenditures.</p> | <p>revenues and expenses, timely payments, disbursements and receipt of monies.</p> <p>Identifies components of financial plans that supports the program’s mission and goals.</p> | | |
| <p>SAYD PAGE9: Creates and/or implements policies to protect the organization, incorporate relevant standards, and attain higher standards of program quality.</p> <p>SAYD: 5H7, 5H8, 5H9, 5H10, 5H11</p> <p>NAA: 29, 30, 35, 36</p> <p>IPTS: 5G, 5M, 11B, 11J, 11K, 11Q</p> <p>COA: n/a</p> <p>ACT Now: 4.1-4.4, 5.1, 5.5, 17.6</p> | <p>Conducts regular reviews to support appropriate actions responsive to incidents, accidents, and grievances that occur in the program (e.g. illnesses and injuries, facility safety and maintenance issues, dealing with medications, unsafe behavior) and actively reduces exposure to liability.</p> <p>Evaluates the impacts of relevant state & federal regulations and how they apply to program implementation and design (e.g. maintaining 501(c) (3) status, health and safety).</p> | <p>Conducts regular reviews to support appropriate actions responsive to incidents, accidents, and grievances that occur in the program (e.g. illnesses and injuries, facility safety and maintenance issues, dealing with medications, unsafe behavior) and actively reduces exposure to liability.</p> <p>Evaluates the impacts of relevant state & federal regulations and how they apply to program implementation and design (e.g. maintaining 501(c) (3) status, health and safety).</p> <p>Explains the benefits and</p> | <p>Conducts reviews to support appropriate actions responsive to incidents, accidents, and grievances that occur in the program (e.g. illnesses and injuries, facility safety and maintenance issues, dealing with medications, unsafe behavior) and is aware of processes involved in reducing exposure to liability.</p> <p>Identifies the impacts of relevant state & federal regulations and how they apply to program implementation and design (e.g. maintaining 501(c) (3) status, health and safety).</p> | <p>Conducts inaccurate or incomplete reviews related to actions that are responsive to incidents, accidents, and grievances that occur in the program (e.g. illnesses and injuries, facility safety and maintenance issues, dealing with medications, unsafe behavior) and is aware of processes involved in reducing exposure to liability.</p> <p>Provides an inaccurate or incomplete overview of the impacts of relevant state & federal regulations and how they apply to program implementation and design</p> | |

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|---|---|--|--|---|------------------|
| | <p>Explains the benefits and challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association) and develops a plan to improve program quality.</p> <p>Identify strategies to support others in a hearing to policies that protect SAY programs and support program quality.</p> | <p>challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association) and develops a plan to improve program quality.</p> | <p>Lists the benefits and challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association) and develops a plan to improve program quality.</p> | <p>(e.g. maintaining 501(c) (3) status, health and safety).</p> <p>Lists irrelevant benefits and challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association) and develops a plan to improve program quality.</p> | |
| <p>SAYD PAGF10: Creates and implements policies supportive of program communication and oversight, and which contribute to a positive work environment.</p> <p>SAYD: 5H12, 5H13, 5H14, 5H15</p> <p>NAA: 8, 33, 34</p> <p>IPTS: 9H, 9I, 9O, 11M</p> <p>COA: 1.01, 1.02</p> <p>ACT Now: 8.3, 8.6, 9.1-9.4, 11.1, 14.4, 16.1-16.4, 18.- 18.6, 23.1-23.4, 28.2, 29.1-29.3</p> | <p>Manages program planning, and collaborates with parties that provide oversight and guidance.</p> <p>Develops and/or implements processes and tools to assess volunteer performance, support a positive work environment, and facilitate communication about personal and professional growth with staff and volunteers. (e.g. personal quality improvement plans, staff and volunteer orientation).</p> <p>Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation).</p> | <p>Manages program planning, and collaborates with parties that provide oversight and guidance.</p> <p>Develops and/or implements processes and tools to assess volunteer performance, support a positive work environment, and facilitate communication about personal and professional growth with staff and volunteers. (e.g. personal quality improvement plans, staff and volunteer orientation).</p> <p>Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation).</p> <p>Formulates and implements a</p> | <p>Identifies the importance of program planning and collaboration with parties that provide oversight and guidance.</p> <p>Identifies processes and tools to assess volunteer performance, support a positive work environment, and facilitate communication about personal and professional growth with staff and volunteers. (e.g. personal quality improvement plans, staff and volunteer orientation).</p> <p>Assesses volunteer performance.</p> <p>Describes program planning, and collaborates processes.</p> <p>Creates a vision for developing a positive work</p> | <p>Provides an inaccurate description of the importance of program planning and collaboration with parties that provide oversight and guidance.</p> <p>Identifies irrelevant processes and tools to assess volunteer performance, support a positive work environment, and facilitate communication about personal and professional growth with staff and volunteers.</p> <p>Describes program planning, and collaborates processes in an incomplete or inaccurate way.</p> <p>Creates a vision that undermines positive work environments.</p> | |

SAYD Program and Agency Governance and Functioning Assessment (Levels 2-5): Program Handbook Development Rubric

| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
|--|--|--|---|---|------------------|
| | <p>Uses research and evidence to support and advocate for effective program practice.</p> <p>Formulates and implements a vision for creating a positive work environment, including facilitating communication about staff growth, to promote a high level of personnel satisfaction, challenge, and retention, in order to cultivate positive school-age and youth development.</p> <p>Identifies processes that ensure program planning strategies are collaboratively determined.</p> | <p>vision for creating a positive work environment, including facilitating communication about staff growth, to promote a high level of personnel satisfaction, challenge, and retention, in order to cultivate positive school-age and youth development.</p> | <p>environment, including facilitating communication about staff growth, to promote a high level of personnel satisfaction, challenge, and retention, in order to cultivate positive school-age and youth development.</p> | | |
| <p>SAYD PAGF11: Implements and evaluates shared leadership and collaborative decision-making practices.</p> <p>SAYD: 2-4D13, 2-4D14, 5H21, 5H22, 5H23, 5H24, 5H25, 5H26</p> <p>NAA: 8, 25, 33, 35, 36</p> <p>IPTS: 9A, 9I, 9J, 9L, 10B, 11B, 11M</p> <p>COA: 1.02, 5.05, 10.02, 11.02</p> <p>ACT Now: 7.1-7.3, 9.1-9.4, 20.1-20.3, 21.1, 22.1-22.4</p> | <p>Identifies components of governing boards that reflect the needs of the community and consists of people who reflect a range of skills, abilities, and professions.</p> <p>Evaluates, elects and collaboratively implements continuous quality improvement and strategies planning processes.</p> <p>Partners with key stakeholders, including personnel, school-age, youth, families, and the community, in developing and practicing collaborative skills and</p> | <p>Identifies components of governing boards that reflect the needs of the community and consists of people who reflect a range of skills, abilities, and professions.</p> <p>Evaluates, elects and collaboratively implements continuous quality improvement and strategies planning processes.</p> <p>Partners with key stakeholders, including personnel, school-age, youth, families, and the community, in developing and practicing collaborative skills and</p> | <p>Lists components of governing boards that partially reflect the needs of the community and consists of people who reflect a range of skills, abilities, and professions.</p> <p>Identifies continuous quality improvement and strategies planning processes.</p> <p>Identifies key stakeholders, including personnel, school-age, youth, families, and the community, who can contribute to developing and practicing collaborative skills and collaboratively collecting and analyzing data relevant to</p> | <p>Lists irrelevant components of governing boards that do not reflect the needs of the community.</p> <p>Identifies inappropriate continuous quality improvement and strategies planning processes.</p> <p>Identifies irrelevant stakeholders.</p> | |

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|---|---|---|---|--|------------------|
| | <p>collaboratively collecting and analyzing data relevant to desired goals and outcomes.</p> <p>Identify strategies that support others in developing shared leadership and collaborative decision-making skills.</p> | <p>collaboratively collecting and analyzing data relevant to desired goals and outcomes.</p> | <p>desired goals and outcomes.</p> | | |
| <p>SAYD PAGF12: Collaboratively develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization.</p> <p>SAYD: 5D15, 5D16, 5D17, 5D18, 5D19, 5D20</p> <p>NAA: 14, 25, 35, 36</p> <p>IPTS: 4B, 4K, 6F, 9A, 9J</p> <p>COA: 1.01, 1.02, 11.01</p> <p>ACT Now: 7.1-7.3, 9.2, 9.3, 20.1, 20.2, 21.1, 27.1-27.4</p> | <p>Uses existing strategic plans to guide the formation of policies, programming/ curriculum, resource development, enhancement of community-program relationships, evaluation of program objectives, attention to best practices, and observance of rules and regulations.</p> <p>Incorporates a structure to encourage strategic thinking and collaboration with stakeholders in an organization to implement strategic goals and monitor progress of program/curriculum development consistent with the strategic mission and vision of the organization.</p> <p>Develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization.</p> | <p>Uses existing strategic plans to guide the formation of policies, programming/ curriculum, resource development, enhancement of community-program relationships, evaluation of program objectives, attention to best practices, and observance of rules and regulations.</p> <p>Incorporates a structure to encourage strategic thinking and collaboration with stakeholders in an organization to implement strategic goals and monitor progress of program/curriculum development consistent with the strategic mission and vision of the organization.</p> <p>Develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization.</p> | <p>Engages in the formation of policies, programming/ curriculum, resource development, enhancement of community-program relationships, evaluation of program objectives, attention to best practices, and observance of rules and regulations.</p> <p>Incorporates a structure that encourages collaboration with stakeholders in an organization to implement strategic goals and monitor progress of program/curriculum development consistent with the strategic mission and vision of the organization.</p> <p>Identifies programs that are compatible with the strategic goals, objectives, and outcomes of the organization.</p> | <p>Develops inappropriate policies, programming/ curriculum, and resource development strategies.</p> <p>Incorporates an ineffective structure for collaborating with stakeholders in an organization to implement strategic goals and monitor progress of program/curriculum development consistent with the strategic mission and vision of the organization.</p> <p>Identifies ineffective programs that are not compatible with the strategic goals, objectives, and outcomes of the organization.</p> | |

SAYD Program and Agency Governance and Functioning Assessment (Levels 2-5): Program Handbook Development Rubric

| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
|--|---|---|---|---|------------------|
| | Identifies strategies that support others in effective collaboration in alliance with strategic goals, objectives, and outcomes of the organization. | | | | |
| <p>SAYD PAGF13: Develops and cultivates a sense of ownership and group identity with colleagues, school-age, youth, families, community members, and other organizations in the curriculum, program design, and continuous quality improvement process.</p> <p>SAYD: 5D5, 5D6, 5D7, 5D8, 5D9, 5D10, 5D11, 5D12, 5D13, 5D14</p> <p>NAA: 8, 14, 25, 28, 36</p> <p>IPTS: 4B, 4C, 4K, 4L, 9D, 9E, 9H, 9L</p> <p>COA: 5.05, 10.02, 11.02- 11.04</p> <p>ACT Now: 8.3-8.6, 9.1-9.4, 18.2-18.5, 20.1, 20.2, 21.1, 26.1-26.3, 27.1-27.4, 28.1, 28.2, 30.1</p> | <p>Develops collaborative partnership strategies--including meeting skills and shared identify development and ownership amongst SAY, staff, and stakeholders--supportive of a sense of ownership, group identity, shared vision, continuous improvement and equitable participation in the curriculum and program planning process.</p> <p>Documents the curriculum process from initiation through evaluation, ensuring knowledge and engagement of stakeholders regarding curriculum choice, program design, and materials developed.</p> <p>Uses a systematic approach identify or create bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.</p> <p>Identify strategies that support others in developing a sense of ownership and</p> | <p>Develops collaborative partnership strategies--including meeting skills and shared identify development and ownership amongst SAY, staff, and stakeholders--supportive of a sense of ownership, group identity, shared vision, continuous improvement and equitable participation in the curriculum and program planning process.</p> <p>Documents the curriculum process from initiation through evaluation, ensuring knowledge and engagement of stakeholders regarding curriculum choice, program design, and materials developed.</p> <p>Uses a systematic approach identify or create bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.</p> | <p>Develops partnership strategies--including meeting skills and shared identify development and ownership amongst SAY, staff, and stakeholders.</p> <p>Identifies the curriculum process from initiation through evaluation.</p> <p>Uses tools to identify bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.</p> | <p>Develops ineffective partnership strategies.</p> <p>Identifies an ineffective curriculum process from initiation through evaluation.</p> <p>Uses inappropriate tools to identify bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.</p> | |

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|------------|---------------------------------|------------|-------------------|----------------|------------------|
| | group identity in SAY programs. | | | | |

Level 2—Yellow Level 3—Green Level 4—Orange Level 5—Blue