SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD PAGF1: Provides supervision of SAY per legal regulations, standards, policies and procedures of the organization. **SAYD**: 2-4H9, 2-4H13, 2-4H15 **NAA**: 22, 29, 31, 34 **IPTS**: 9I, 9S, 10G, 11C, 11D, 11K **COA**: 9.01, 9.02, 9.09, 9.11, 12.01-12.05 **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	Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements. Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization. Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid). Reflects on capacity to supervise and align behavior with required parameters and policies.	Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements. Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization. Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).	Documents incidents, accidents, or grievances according to program policies and procedures, standards, and legal requirements. Provides supervision of school-age and youth according to legal regulations, standards, policies or procedures of the organization. Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).	Incorrectly documents incidents, accidents, or grievances according to program policies and procedures, standards, and legal requirements. Provides inadequate supervision of school-age and youth according to legal regulations, standards, policies or procedures of the organization. Fails to attain required relevant certifications and training (e.g. CPR, universal precautions, first aid).	
SAYD PAGF2: Maintains accurate documentation for group, program, and fiscal requirements for SAY. **SAYD**: 2-4H4, 2-4H6, 2-4H7, 5H1, 5H2 **NAA**: 31, 35, 36 **IPTS**: 4N, 11B, 11C, 11D **COA**: 1.02 **ACT Now**: 8.1-8.3, 12.1-12.4, 13.1-13.4, 15.1	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. Contributes to creating a program budget, when appropriate. Follows agency, legal and fiduciary policies and procedures and documentation strategies for	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. Contributes to creating a program budget, when appropriate. Follows agency, legal and fiduciary policies and procedures and documentation strategies for adults working in the program (e.g. background	Gains appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction. Contributes to development of a program budget, when appropriate. Follows agency, legal or fiduciary policies and procedures and provides partial documentation strategies for adults working in the program (e.g. background	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. Contributes to development of an inaccurate program budget. Does not comply with agency, legal or fiduciary policies and procedures or provide partial documentation strategies for adults working in the	

	SAYD Program and Agency Governance and Function				
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
	adults working in the program (e.g. background checks). Articulates rationale as to why adherence to documentation and fiscal requirements is essential.	checks).	checks).	program (e.g. background checks).	
SAYD PAGF3: Engages in risk and crisis management. **SAYD**: 2-4H8, 2-4H10, 2-4H11, 2-4H12 **NAA**: 17, 29 **IPTS**: 11A, 11C, 11D, 11K **COA**: 9.01- 9.03, 9.05, 9.07-9.09 **ACT Now**: 4.1-4.4, 5.1, 5.5, 17.6	Identifies potential operational risks and specifies ways to reduce or eliminate them. Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property. Differentiates between licensing, accreditation, certification, and registration. Provides a supportive rationale for adherence to risk and crisis management policy and practice.	Identifies potential operational risks and specifies ways to reduce or eliminate them. Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property. Differentiates between licensing, accreditation, certification, and registration.	Identifies potential operational risks. Identifies pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property. Differentiates between licensing, accreditation, certification, or registration.	Does not identify potential operational risks. Identifies irrelevant or does not adhere to program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property. Does not differentiate between licensing, accreditation, certification, or registration.	
SAYD PAGF4: Identifies and describes procedures for accurate documentation and record keeping for group, program, and fiscal requirements. **SAYD**: 2-4H1, 2-4H2, 2-4H3, 2-4H5 **NAA**: 35, 36 **IPTS**: 4N, 11B, 11C, 11J, 11K	Identifies and describes paper and/or electronic recording systems used to maintain accurate documentation and record keeping. Describes the differences between privacy, confidentiality, and restricted information.	Identifies and describes paper and/or electronic recording systems used to maintain accurate documentation and record keeping. Describes the differences between privacy, confidentiality, and restricted information.	Identifies paper and/or electronic recording systems used to maintain accurate documentation and record keeping. Identifies the differences between privacy, confidentiality, and restricted information.	Identifies inappropriate paper and/or electronic recording systems used to maintain accurate documentation and record keeping. Inaccurately identifies the differences between privacy, confidentiality, and restricted information.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
COA: 2.03, 9.07, 13.04-13.06 **ACT Now**: 8.1-8.3, 12.1-12.4, 13.1-13.4, 15.1	Names resources for supporting financial needs of programs. Demonstrates proactivity and a commitment to program excellent through resources identified.	Names resources for supporting financial needs of programs.	Names several resources for supporting financial needs of programs.	Names irrelevant resources for supporting financial needs of programs.	
SAYD PAGF5: Participates in activities designed to increase communication, support growth, and encourage accountability. **SAYD**: 2-4H14 **NAA**: 22, 34 **IPTS**: 9I, 9S, 11C, 11K **COA**: 12.01-12.05 **ACT Now**: 11.1, 29.1-29.3	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). Identifies strategies to support others in program activities.	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).	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).	Participates in activities with supervisors and staff designed to increase communication, support growth, and encourage accountability in a way that is counterproductive.	
SAYD PAGF6: Ensures communication and implementation of legal guidelines, standards, and health and safety policies and procedures. **SAYD**: 2-4H16, 2-4H17, 5H16, 5H17, 5H20 **NAA**: 8, 24, 25, 29, 30, 35, 36 **IPTS**: 7K, 9A, 11B, 11C, 11J **COA**: 8.03, 8.04, 8.06, 9.03, 10.02, 10.03, 11.01, 12.02 **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	Collaborates with supervisors and colleagues to disseminate information to school-age and youth, families, and the community. Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling. Supports others in their implementation of legal guidelines, standards, and health and safety policies and	Collaborates with supervisors and colleagues to disseminate information to school-age and youth, families, and the community. Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling.	Adheres to developed policy and practice regarding the dissemination of information to school-age and youth, families, and the community. Identifies legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling.	Does not adhere to developed policy and practice regarding the dissemination of information to school-age and youth, families, and the community. Fails to comply with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
	procedures.				
SAYD PAGF7: Identifies action plans and strategic planning processes supportive of continuous improvement processes. **SAYD**: 2-4H18, 2-4H19, 2-4H20, 2-4H21 **NAA**: 8, 28, 36 **IPTS**: 9E, 9I, 9L, 9S, 11B **COA**: 1.02, 3.01, 5.05, 10.02, 11.04 **ACT Now**: 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.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD PAGF8: Creates, manages, and regularly evaluates accurate documentation for group, program, and fiscal requirements. **SAYD**: 5H3, 5H4, 5H5, 5H6 **NAA**: 31, 35, 36 **IPTS**: 11B, 11C, 11D, 11J, 11K **COA**: 1.02 **ACT Now**: 8.1-8.3, 12.1-12.4, 13.1-13.4, 15.1	Summarizes legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files. Implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses, timely payments, disbursements and receipt of monies. 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. Identifies strategies to support others in their accurate documentation of group, program, and fiscal requirements.	Summarizes legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files. Implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses, timely payments, disbursements and receipt of monies. 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.	Identifies legal requirements and program confidentiality policies about securing information, record maintenance, retention, dissemination, disposal, and those authorized to access files. Partially implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses, timely payments, disbursements and receipt of monies. Identifies components of financial plans that supports the program's mission and goals.	Identifies inaccurate legal requirements and program confidentiality policies. Implements an inappropriate financial record keeping system. Identifies inaccurate components of financial plans that supports the program's mission and goals.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD PAGF9: Creates and/or implements policies to protect the organization, incorporate relevant standards, and attain higher standards of program quality. **SAYD**: 5H7, 5H8, 5H9, 5H10, 5H11 **NAA**: 29, 30, 35, 36 **IPTS**: 5G, 5M, 11B, 11J, 11K, 11Q **COA**: n/a **ACT Now**: 4.1-4.4, 5.1, 5.5, 17.6	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. 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). 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. Identify strategies to support others in a hearing to policies that protect SAY programs and support program quality.	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. 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). 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.	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. 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). 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.	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. Provides an inaccurate or incomplete overview of 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). 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.	
SAYD PAGF10: Creates and implements policies supportive of program communication and oversight, and which contribute to a positive work environment.	Manages program planning, and collaborates with parties that provide oversight and guidance. Develops and/or implements processes and tools to assess	Manages program planning, and collaborates with parties that provide oversight and guidance. Develops and/or implements processes and tools to assess	Identifies the importance of program planning and collaboration with parties that provide oversight and guidance. Identifies processes and tools	Provides an inaccurate description of the importance of program planning and collaboration with parties that provide oversight and guidance.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD: 5H12, 5H13, 5H14, 5H15 **NAA**: 8, 33, 34 **IPTS**: 9H, 9I, 9O, 11M **COA**: 1.01, 1.02 **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	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). Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation). Uses research and evidence to support and advocate for effective program practice. 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. Identifies processes that ensure program planning strategies are collaboratively determined.	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). Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation). 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.	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). Assesses volunteer performance. Describes program planning, and collaborates processes. Creates a vision for developing 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.	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. Describes program planning, and collaborates processes in an incomplete or inaccurate way. Creates a vision that undermines positive work environments.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD PAGF11: Implements and evaluates shared leadership and collaborative decision-making practices. **SAYD**: 2-4D13, 2-4D14, 5H21, 5H22, 5H23, 5H24, 5H25, 5H26 **NAA**: 8, 25, 33, 35, 36 **IPTS**: 9A, 9I, 9J, 9L, 10B, 11B, 11M **COA**: 1.02, 5.05, 10.02, 11.02 **ACT Now**: 7.1-7.3, 9.1-9.4, 20.1-20.3, 21.1, 22.1-22.4	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. Evaluates, elects and collaboratively implements continuous quality improvement and strategies planning processes. Partners with key stakeholders, including personnel, school-age, youth, families, and the community, in developing and practicing collaborative skills and collaboratively collecting and analyzing data relevant to desired goals and outcomes. Identify strategies that support others in developing shared leadership and collaborative decision-making skills.	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. Evaluates, elects and collaboratively implements continuous quality improvement and strategies planning processes. Partners with key stakeholders, including personnel, school-age, youth, families, and the community, in developing and practicing collaborative skills and collaboratively collecting and analyzing data relevant to desired goals and outcomes.	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. Identifies continuous quality improvement and strategies planning processes. 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 desired goals and outcomes.	Lists irrelevant components of governing boards that do not reflect the needs of the community. Identifies inappropriate continuous quality improvement and strategies planning processes. Identifies irrelevant stakeholders.	
SAYD PAGF12: Collaboratively develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization. **SAYD**: 5D15, 5D16, 5D17, 5D18, 5D19, 5D20 **NAA**: 14, 25, 35, 36	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.	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.	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. Incorporates a structure that	Develops inappropriate policies, programming/ curriculum, and resource development strategies. Incorporates an ineffective structure for collaborating with stakeholders in an organization to implement strategic goals and monitor progress of program/curriculum	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
IPTS: 4B, 4K, 6F, 9A, 9J **COA**: 1.01, 1.02, 11.01 **ACT Now**: 7.1-7.3, 9.2, 9.3, 20.1, 20.2, 21.1, 27.1-27.4	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. Develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization. Identifies strategies that support others in effective collaboration in alliance with strategic goals, objectives, and outcomes of the organization.	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. Develops, implements and evaluates programs that are compatible with the strategic goals, objectives, and outcomes of the organization.	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. Identifies programs that are compatible with the strategic goals, objectives, and outcomes of the organization.	development consistent with the strategic mission and vision of the organization. Identifies ineffective programs that are not compatible with the strategic goals, objectives, and outcomes of the organization.	
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. **SAYD**: 5D5, 5D6, 5D7, 5D8, 5D9, 5D10, 5D11, 5D12, 5D13, 5D14 **NAA**: 8, 14, 25, 28, 36 **IPTS**: 4B, 4C, 4K, 4L, 9D, 9E, 9H, 9L	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. Documents the curriculum process from initiation	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. Documents the curriculum process from initiation through evaluation, ensuring	Develops partnership strategies--including meeting skills and shared identify development and ownership amongst SAY, staff, and stakeholders. Identifies the curriculum process from initiation through evaluation. Uses tools to identify bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.	Develops ineffective partnership strategies. Identifies an ineffective curriculum process from initiation through evaluation. Uses inappropriate tools to identify bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.	

SAYD Program and Agency Governance and Function					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
COA: 5.05, 10.02, 11.02-11.04 **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	through evaluation, ensuring knowledge and engagement of stakeholders regarding curriculum choice, program design, and materials developed. Uses a systematic approach identify or create bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards. Identify strategies that support others in developing a sense of ownership and group identity in SAY programs.	knowledge and engagement of stakeholders regarding curriculum choice, program design, and materials developed. Uses a systematic approach identify or create bias-free materials that are research based, culturally and contextually appropriate, and address applicable standards.			

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