

DEPARTMENT OF CHILDREN,



YOUTH AND THEIR FAMILIES

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DEPARTMENT OF CHILDREN, YOUTH, AND THEIR FAMILIES

HIGH QUALITY PROGRAM ASSESSMENT FOR AFTERSCHOOL CLUSTER

**THE DEPARTMENT OF CHILDREN, YOUTH, AND THEIR FAMILIES
PROGRAM QUALITY ASSESSMENT FOR AFTERSCHOOL PROGRAMS**

Program Information

Name of Agency _____

Name of program _____

How long has this program been operating _____

Contact person

Name _____

Position/Title _____

Telephone _____

Email _____

Name and title of staff that participated in assessment

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Total sessions to complete self-assessment _____

Total time to complete self-assessment _____

INSTRUCTIONS FOR DCYF'S HIGH QUALITY SELF-ASSESSMENT

PURPOSE

This self-assessment tool provides you with an opportunity to reflect on your program's quality from a youth development lens. It is intended to promote group discussion among program stakeholders about the program's strengths and areas for growth. The tool is organized around five supports and opportunities that create an environment in which children and youth can learn and grow. The five supports and opportunities measured in this tool include: *Safety, Relationship Building, Youth Participation, Community Involvement, and Skill Building.*

DEFINITIONS

Stakeholder

A stakeholder is person who is involved in your program in either a staff or participant capacity. Examples of stakeholders include program managers, coordinators, line staff, youth and parent participants, and volunteers. For the purpose of this assessment, the stakeholder group must include the person responsible for running the program.

Standard

A standard describes what we want children, youth and families to experience at a program. It is a practice or essential element of programming that is widely recognized or employed especially because it reflects program excellence. Standards provide a foundation for program quality and a benchmark for professionalism in the service delivered.

Indicators

Indicators are the practices and behaviors that signal progress towards a standard. Programs that want to work towards developing a standard should develop activities, practices or policies that would lead to consistency in the indicators linked to the standards.

COMPLETING THE SELF-ASSESSMENT

Who should complete the self-assessment

A key program person should be assigned to lead the self-assessment. His/her role should include:

- Organizing a group of program stakeholders to go through the self-assessment together
- Managing the logistics of completing the self-assessment
- Facilitating the group discussion on the standards and indicators
- Submitting the assessment on time to your program officer via the CMS (**Note:** you will be given the option of submitting your entire assessment or the summary page only.)

Size of stakeholder group: The size of the stakeholder group may vary depending on your program size, but a minimum of 3 key program people should be included in the assessment, including the person responsible for running the program..

Part I: Rating the Standards and Indicators

Sections I through V of the self-assessment tool include a set of standards and indicators that you will be asked to rate your program on based on how your program is currently functioning.

- Step 1. Read the definition of the category in section I (Safety) and the related standards and indicators.
- Step 2. Rate the indicators for each standard under section I. Each standard includes one or more indicators. These indicators are the practices or behaviors that show a program is developing in a standard. For each indicator you should ask yourself: “what is the consistency with which the practice or behavior described in the indicator is observed in my program: low, moderate or high.” Based on your assessment of consistency, rate the indicator on a scale of 1 to 5. **The description for each rating is provided below.**

Note: The consistency with which an indicator is observed should relate to the score you give the indicator. For example, if you are feel an indicator is observed somewhat consistently, your rating for the indicator would be about a 3.

- Step 3. After all the indicators for a standard have been rated, read the standard again, and give your program an overall score for the standard. The score for the standard does **not** have to be the average of the indicator scores.
- Step 4. At the bottom of each standard section, there is a comment box for you to describe factors that support your indicator and standard ratings. You should use this box to provide examples of best practices, activities, and/or barriers related to the standard and to describe other ways your program is addressing this standard that are not captured by the indicators.

Repeat steps 1 – 4 for each section. All fields for each section must be completed for the assessment to be considered complete.

Scale for Rating Indicators & Standards

- 1 - Our Program is just beginning to work in this area and needs support to move to the next level
- 2 - Our program has done some work in this area and needs targeted support
- 3 - Our program has made significant progress in this areas and needs additional support to reach the next level
- 4 - Our program has achieved a high level of proficiency and additional work is needed before our staff and partners are fully prepared to work with other programs in this area.
- 5 - Our program is clearly proficient in this area, can demonstrate it in observable ways and are prepared to work with other programs to build their skills in this area

Part II: Summary

The summary section is intended to give you an opportunity to use the information from your self-assessment to identify the areas of supports and opportunities that represent the greatest strengths and potential areas of development for your program. The Summary should be complete after all of Part I has been complete.

PART 1 – PROGRAM SELF-ASSESSMENT OF SUPPORTS AND OPPORTUNITIES

I. SAFETY - Ensuring a program environment where youth are physically and emotionally secure, respected and accepted for who they are.

Physical Safety

Standard S.1 - Staff regularly refer to and communicate the rules and expectations of the program. (You are looking for staff to establish and positively enforce clear boundaries.)

Standard Score: _____

Indicators

Indicator score

S.1.1 Participants demonstrate knowledge of the rules and expectations of the program.

S.1.2 Staff refer to the rules and expectations to resolve misunderstandings or conflicts.

S.1.3 Staff communicate how participants should behave in the program and towards others in the program.

S.1.4 Rules and expectations are posted in a visible place and are current.

Yes _____

No _____

Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.

Emotional Safety	
Standard S.2 - Staff have created an atmosphere that reflects and celebrates youth of different ages and diversity and their families. (You are looking for staff to create a welcoming and inclusive atmosphere)	Standard Score: _____
<i>Indicators</i>	Indicator Score
S.2.1 Staff provide assistance for limited English speakers, those with limited reading ability, and other limitations.	
S.2.2 Staff involve cross-age activities to the extent possible.	
S.2.3 Staff ensure that the setting reflects the diverse background of participants.	
S.2.4 Staff show positive affect towards all participants and their families.	
S.2.5 The program space reflects the interests of family members, and family members participate in program activities or celebrations.	Yes _____ (Describe) No _____ (Explain)
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.	

Standard S.3 - Staff consistently acknowledge positive youth behavior. (You are looking for staff watching, commenting on and participating with youth at all times.)	Standard Score: _____
<i>Indicators</i>	Indicator Score
S.3.1 Staff are attentive during activities and are aware of how participants are interacting.	
S.3.2 Staff acknowledging positive aspects of behavior for all participants.	
S.3.3 Staffs describe and model positive behaviors for the task at hand.	
S.3.4 Staff participate in activities with youth when appropriate.	
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.	

Standard S.4 - Staff insure a socially equitable environment and use strategies to intervene and peacefully resolve negative comments, and/or physical and verbal harassment regarding a young person's culture, language, ethnicity, national background, gender, or sexual orientation. (You are looking for staff to communicate that they value all participants in the program and for staff to successfully resolve conflicts as they arise.)		Standard Score: _____
<i>Indicators</i>		Indicator Score
S.4.1 Staff talk with youth about the high expectations they hold.		
S.4.2 Staff do not favor some participants over others.		
S.4.3 Staff immediately intervene when they hear negative comments or witness physical and/or verbal harassment among participants.		
S.4.4 Staff do not hesitate to confront those who are sparking conflict.		
S.4.5 Program policies and rules about harassment are posted in a visible place and are current.	Yes ____ (Describe) No ____ (Explain)	
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.		

II. Relationship Building: Promoting trust and confidence between participants and staff in a supportive environment so that young people can experience guidance and emotional and practical support.

Standard RB.1 - Staff regularly use strategies for emotional guidance and support to get to know youth in the program. (You are looking for staff respecting and inquiring about young people’s personal concerns and issues and engaging and supporting youth who are having problems and difficulties.)

Standard Score: _____

Indicators

Indicator Score

RB.1.1 Staff talk with participants one-on-one.

RB.1.2 Staff check in with youth and inquire about how they are doing.

RB.1.3 Youth appear comfortable with staff during program activities, being serious or informal, as appropriate.

RB.1.4 Staff demonstrate confidentiality by not sharing youths’ personal information during program activities.

RB.1.5 Staff go out of their way to approach youth who appear upset, are having difficulties, or are “not themselves”.

RB.1.6 Staff give advice, suggestions, and assistance when needed.

Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.

Standard RB.2 - Staff know young people on an individual basis and can identify their interests, talents and developmental needs. (You are looking for staff who know regular participants and interact comfortably with them, and for staff making an effort to get to know new participants.)	Standard Score: _____
<i>Indicators</i>	Indicator Score
RB.2.1 Staff greet youth as they arrive or within first 15 minutes of program session.	
RB.2.2 Staff refer to youths' interests, talents, and/or life situations when talking with them.	
RB.2.3 Staff give undivided attention to youth during conversations.	
RB.2.4 Staff interact with youth during informal/unstructured program time.	
RB.2.5 Staff ask open-ended questions.	
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.	

Standard RB.3 - Staff utilize strategies to promote a sense of belonging between peers in the program. (You are looking for staff to use deliberate structures to support young people’s interaction with each other.)	Standard Score: _____
<i>Indicators</i>	Indicator Score
RB.3.1 Staff conduct daily check-ins or community meetings in one or more activities to allow students to reflect and connect.	
RB.3.2 Energizers/team building activities are integrated at the beginning or throughout the program day to support youth in proactively playing together.	
RB.3.3 Peers know each others names.	
RB.3.4 Staff make a conscious effort to integrate new members to the group.	
RB.3.5 Program schedule provides young people with opportunities for positive, informal social interaction with peers.	
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.	

III. Youth Participation: Giving participants an opportunity to play a meaningful, active role in their program so that young people can have input into decision-making, opportunities for responsibility and leadership, and feel a sense of ownership.

Standard YP.1 - The program provides opportunities for participants to make meaningful contributions to program development and continuous improvement of activities. (You are looking for staff to listen to and respect youths' ideas about program development and improvement)

Standard Score: _____

Indicators

Indicator Score

YP.1.1 Staff seek input from youth before making programmatic decisions.

YP.1.2 Staff encourage youth to contribute opinions and ideas for strengthening program activities.

YP.1.3 Staff hold reflection sessions to assess program activities and participant involvement.

YP.1.4 Staff encourage youth to help set program goals and make plans.

YP.1.5 Youth feedback is considered and incorporated into programming.

Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.

Standard YP.2 - Staff provide opportunities and support for youth to take on leadership roles. (You are looking for staff to provide opportunities and support for youth to take on leadership roles, and for staff to give substantive responsibilities to youth in the program.)	Standard Score: _____
<i>Indicators</i>	Indicator Score
YP.2.1 Staff provide youth with leadership role options during program activities.	
YP.2.2 Staff regularly talk about specific ways youth can take on leadership.	
YP.2.3 Staff assist participants in acquiring attitudes and skills they need to increase leadership abilities.	
YP.2.4 Staff provide support when a young person is having difficulty in a leadership role.	
YP.2.5 Staff provide opportunities for youth to plan and facilitate group activities.	
YP.2.6 Youth mentor new or younger participants.	
Provide examples of best practices, activities, and/or barriers related to the standard and describe other ways your program is addressing this standard that are not captured by the indicators.	

IV. Community Involvement: Promoting knowledge building, interaction and communication with the community so that young people gain an understanding of the greater community and a sense of being able to make a positive contribution to their community.

<p>Standard C.1 - Staff offer opportunities for youth to participate in activities that contribute positively to their communities. (You are looking for opportunities for youth to engage meaningfully with the community and opportunities for participants to learn about the larger community through activities, speakers, and or/excursions)</p>	<p>Standard Score: _____</p>
<p><i>Indicators</i></p>	<p>Indicator Score</p>
<p>CI.1.1 Staff help youth identify service opportunities consistent with their interests and talents.</p>	
<p>CI.1.2 Staff actively link youth to service activities.</p>	
<p>CI.1.3 Staff keep up to date about, and refer to, local people, events, and politics.</p>	
<p>CI.1.4 Staff include community resources (volunteers, neighborhood businesses, local parks, neighborhood leaders) in programming.</p>	
<p>Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.</p>	

Standard C.2 - Staff employ outreach strategies that inform community members about the activities and services the program offers.	Standard Score: _____
Describe strategies your program uses to address this standard	
Standard C.3 - Staff are aware of and provide information to families and youth on community organizations that can provide services or resources outside the scope of the program. (You are looking for staff making information available about community organizations and resources and maintaining relationships with community organizations, schools, and other systems in the community.)	Standard Score: _____
<i>Indicators</i>	Indicator Score
CI.3.1 Staff make announcements about resources.	
CI.3.2 Staff suggest resources in one-on-one discussions with youth and families.	
CI.3.3 Information is easily accessed by youth (bulletin boards, notebooks, etc).	
CI.3.4 Staff strive to link youth and their families to resources and services.	
CI.3.5 Staff know the key contacts in relevant social service systems.	
Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.	

V. Skill Building: Giving participants opportunities to strengthen, explore, and practice new and existing skills so that young people can acquire a wide array of skills and experience a sense of growth and progress.

<p>Standard SB.1 - Staff provide youth with opportunities to identify and reflect on their learning, goals and accomplishments. (You are looking for staff to offer diverse opportunities for participants' reflection and processing and for staff to acknowledge and promote youths' growth and progress.)</p>	<p>Standard Score: _____</p>
<p><i>Indicators</i></p>	<p>Indicator Score</p>
<p>SB.1.1 Staff provide opportunities for individual reflection (journaling and individual consultations with staff)</p>	
<p>SB.1.2 Staff hold group reflection sessions (such as discussions, round-robin writing and picture drawings)</p>	
<p>SB.1.3 Staff encourage youth to explain and discuss what they've learned.</p>	
<p>SB.1.4 Staff give youth feedback about their growth and progress.</p>	
<p>SB.1.5 Staff give youth feedback about how to improve their skills.</p>	
<p>SB.1.6 Staff provide youth with positive recognition for accomplishments.</p>	
<p>Provide examples of best practices, activities, and/or barriers related to the standard, and describe other ways your program is addressing this standard that are not captured by the indicators.</p>	

<p>Standard SB.2 - Staff assess, formally or informally, the interests of participants, their current skills and abilities to tailor program design to reach the needs of their participants. (You are looking for Staff to demonstrate an awareness of participants' interests, skill levels, and abilities and to provide opportunities for participants to define their own learning goals and expectations.)</p>	<p>Standard Score: _____</p>
<p>Indicators</p>	<p>Indicator Score</p>
<p>SB.2.1 Staff engage youth in developmentally appropriate activities based on the youths' own interests.</p>	
<p>SB.2.2 Staff comment on participants' interests and changes in their skill levels.</p>	
<p>SB.2.3 Staff regularly assess participants' skill levels and use this information to plan program activities.</p>	
<p>SB.2.4 Staff assist participants in thinking about what they wish to gain from the program</p>	
<p>Provide examples of best practices, activities, and/or barriers related to the standard and describe other ways your program is addressing this standard that are not captured by the indicators.</p>	

Standard SB.3 Staff utilize a range of approaches and instructional strategies to reach youth with diverse learning needs and styles. (You are looking for staff to know the learning needs and styles of participants and implement a range of strategies)	Standard Score: _____
<i>Indicators</i>	Indicator Score
SB.3.1 Staff tailor approaches to match learning needs of participants.	
SB.3.2 Staff choose from and use a mix of hands-on, visual, auditory, and kinesthetic approaches.	
SB.3.3 Staff have specific strategies for youth with limited English ability and other challenges.	
Provide examples of best practices, activities, and/or barriers related to the standard and describe other ways your program is addressing this standard that are not captured by the indicators.	

PART 2 – SUMMARY OF SELF-ASSESSMENT OF SUPPORTS AND OPPORTUNITIES

1. Check off the two areas of support and opportunities that are overall your program's greatest strengths and provide examples of activities, practices or trainings that have helped your program develop in these areas. (Note: you can use examples from your Comments above)

Safety
Activities and practices that support this standard:

Relationship Building
Activities and practices that support this standard:

Youth Participation
Activities and practices that support this standard:

Community Involvement
Activities and practices that support this standard:

Skill Building
Activities and practices that support this standard:

2. Check off the standards you are most interested in developing further. The standards you select may include areas of strength that you want to take to the next level and/or areas where your program is just beginning to develop. For the standards you select, describe any activities, practices or trainings you are implementing and/or support you need to take these areas to the next level.

Safety

- S.1 Staff regularly refer to and communicate the rules and expectations of the program.
Work in-progress/Support Needed

- S.2 Adult-child ratios vary according to the ages and abilities of children. The ratio is no greater than 1:20 for groups of children age 6 and older.
Work in-progress/Support Needed

- S.3 Staff create an atmosphere that reflects and celebrates participants of different ages and diversity and their families.
Work in-progress/Support Needed

- S.4 Staff consistently acknowledge participants' positive behavior.
Work in-progress/Support Needed

Relationship Building

- RB.1 Staff regularly use strategies for emotional guidance and support to get to know participants in the program.
Work in-progress/Support Needed

- RB.2 Staff know participants on an individual basis and can identify their interests, talents and developmental needs.
Work in-progress/Support Needed

- RB.3 Staff utilize strategies to promote a sense of belonging between peers in the program.
Work in-progress/Support Needed

Youth Participation

- YP.1 The program provides opportunities for participants to make meaningful contributions to program development and continuous improvement of activities.
Work in-progress/Support Needed

- YP.2 Staff provide opportunities and support for participants to take on leadership roles.
Work in-progress/Support Needed

Community Involvement

- CI.1 Staff offer opportunities for participants to participate in activities that contribute positively to their communities.
Work in-progress/Support Needed

- CI.2 Staff employ outreach strategies that inform community members about the activities and services the program offers.
Work in-progress/Support Needed

- CI.3 Staff are aware of and provide information to families and youth on community organizations that can provide services or resources outside the scope of the program.
Work in-progress/Support Needed

Skill Building

- SB.1 Staff provide participants with opportunities to identify and reflect on their learnings, goals and accomplishments.
Work in-progress/Support Needed

- SB.2 Staff assess, formally or informally, the interests of participants, their current skills and abilities to tailor program design to reach the needs of their participants.
Work in-progress/Support Needed

- SB.3 Staff utilize a range of approaches and instructional strategies to reach participants with diverse learning needs and styles.
Work in-progress/Support Needed

3. List up to three of your most developed skill building areas (e.g. reading comprehension, homework skills, piano, facilitation, mediating conflict) that you work on with your participants and indicate whether or not your program needs materials, such as curriculum and/or best practices to support these areas.

	Name of skill	Need additional materials to support this work?	
Skill 1	<input type="text"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Skill 2	<input type="text"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Skill 3	<input type="text"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No