DYCD PROGRAM QUALITY MONITORING TOOL

Indicator Definitions

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| ***Program Information [complete prior to visit]*** | | | | |
| **DYCD Program Area** | COMPASS Elementary & Middle School | **Contract Number** | | Unique DYCD-assigned ID number associated with the program |
| **Executive Director**  **Name** | The name of the executive director of the organization operating the program | **Program Director**  **Name** | | The name of the director responsible for overseeing day-to-day operations of the program |
| **Provider/Agency Name** | The community-based or nonprofit organization/agency operating the program (e.g. PAL) | | | |
| **Administrative Address** | The administrative address of the organization or agency operating the program | | | |
| **Program/Site Name** | The name of the site/program (e.g. @ I.S. 125) | | | |
| **Program/Site Address** | The address where program is located | | | |
| **Program Director Telephone** | Office: Cell: | | | |
| **Program Director Email** | Primary email address used by the director | | | |
| **Program Facility Type** | 🗆 School 🗆 NYCHA 🗆 Parks 🗆 CBO 🗆 Other | | | |
| **Population Served** | Population intended to be served, per the DYCD contract (e.g., grade levels, ages, etc.) | | | |
| **Contract Option** | 🗆 Option 1 🗆 Option 2 🗆 Option 3 🗆 N/A | | | |
| **Annual Contract Funding** | Amount of funding in DYCD contract | | | |
| **DYCD Program Manager** | Name of DYCD program manager conducting visit | | | |
| **Dates of Program Visits** | Date of Last Visit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of This Visit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Rating at Last Visit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Arrival \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    WIP/CAP in place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Departure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| 🗆 Announced  🗆 Unannounced | 🗆 Full Visit Visit #:\_\_\_\_\_\_\_\_  🗆 Partial Visit  🗆 Special Event | | 🗆 Met with school administrator or other school representative (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| ***Administrative Requirements*** | | | | | | | | | | |
| **A quality program meets administrative and documentation requirements.** | | | | | | | | | | |
| **Indicator** | | | **Definition** | | | | | | | **Meets Expectations** |
| 1. **Program workscope is submitted on time and approved** | | | Program has submitted a workscope that has been approved by DYCD. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program budget is submitted on time and approved** | | | Program has submitted a budget and/or budget modifications within the required timeframe that have been approved by DYCD. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program reports are submitted on time** | | | Program has submitted all required reports to DYCD by date specified in contract. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program has provided accurate and up-to-date contact information** | | | DYCD has correct contact information for the program. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program enters data into DYCD MIS systems on time and accurately** | | | Required information is accurately entered into the MIS (e.g., DYCD Online, Capricorn, YETS, PBMFR) within the timeframe established by DYCD. This may include, but is not limited to: activity schedules, staff information, and parent consent for evaluation. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program meets licensing requirements (License type:\_\_\_\_\_\_\_\_\_\_**   **License #: \_\_\_\_\_\_\_**  **Exp. Date:\_\_\_\_\_\_\_\_)** | | | Program meets current certification or licensing requirements (e.g., after-school program has a current SACC license for programs serving groups of 7 or more children under the age of 13; residential programs have NYS OCFS certification for Crisis Shelter of TIL). | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program has a staff handbook that clarifies internal policies and procedures** | | | Program has developed and uses an employee handbook to clarify program expectations for staff. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program maintains a record of incident reports** | | | All incident reports are documented, easily accessible, and reported as required. Appropriate follow-up with mental health professionals is documented if indicated. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program maintains a log of required fire/safety drills** | | | There is an accurate and complete log of required fire and safety drills for the program facility. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program maintains complete participant files including, as appropriate: registration forms, medical records, consent forms, assessments, case management files** | | | Program has accurate and complete files with supporting documents on participants, as required by the DYCD contract. Documents should be clear, legible, and signed, if appropriate, and kept in a secure location. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program maintains complete staff personnel files, including, as appropriate: fingerprint records and other clearances, resumes (staff & volunteers), evaluations** | | | Program has accurate and complete staff files, including, but not limited to: timesheets, fingerprint clearance, medical forms, resume, SCR clearance, job description, training hours, and timesheets. Documents should be clear, legible, and signed, if appropriate, and kept in a secure location. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| 1. **Program maintains a written agreement and/or lease agreement between the provider/program and the host facility (e.g., MOU, SPM)** | | | Program has written documentation about facility use on file, which may include a Memorandum of Understanding or a School Partnership Memorandum with the host facility and/or a certificate of occupancy. | | | | | | | 🗆 Yes 🗆 No  🗆 Inc.  🗆 N/A |
| **ROP or ADA** | | **# of Contracted Participants (or Service Level)** | | | **# of Enrolled (or Validated) Participants** | | | **# of Participants Present at Visit** | | |
| The Rate of Participation or Average Daily Attendance, as calculated by the DYCD program unit. | | The number of participants the program is contracted with DYCD to serve. | | | The number of participants enrolled in the program, according to the MIS system or other enrollment records. | | | The number of participants at the program on the day of the visit. | | |
| **YTD Average Utilization** | | | **# Projected Outcomes** | | | | **# of Outcomes Achieved** | | | |
| The number of participants the program has served to date during the current calendar year. | | | The number of outcomes the program is seeking to achieve. | | | | The actual number of outcomes the program achieved. | | | |
| **Overall Rating for Administrative Requirements** | | | | | | | | | | |
| **Excellent** | **Good** | | | **Fair** | | **Poor** | | | **Unsatisfactory** | |
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| ***Safety and Facility*** | | | | | | |
| **A quality program provides a safe, healthy, and nurturing environment for all participants.** | | | | | | |
| **Indicator** | | **Definition** | | | | **Meets Expectations** |
| 1. **Program is accessible by public transportation** | | Program can be safely reached by city bus or subway. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Space and resources are suitable for the activities and services** | | The resources and space available are appropriate and sufficient for the activities and services offered. This includes retreat spaces, when needed; visual reminders of program procedures and expectations; and telephone and internet connection. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Facility is safe and clean** | | The program space is well-lit, safe, and clean. There are no hazards and the space is well-maintained. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **There is adequate security** | | Program has a plan for emergencies. All staff is aware of procedures for emergencies. If required under the DYCD contract, security is present at the program at all times and security personnel enforce appropriate standards (e.g., checking IDs). | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program provides healthy, nutritious snacks/meals.**   **Specify meals provided:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | At a minimum, after-school programs operating 3 or more hours in a day provide a healthy snack for participants; programs operating 4 or more hours provide a healthy meal to participants. Program provides healthy snacks and, if appropriate, healthy meals, and meet regulatory requirements including posting of menus and healthy kitchen standards. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Facility has a posted evacuation plan** | | Evacuation plans in case of fire or other emergencies are posted and visible to building occupants and visitors. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Entry signage directs to program location(s)** | | Program has a visible sign that directs visitors to security or other appropriate program areas. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program emergency and exits are accessible and clearly marked** | | Exit doors, including fire exits, are unobstructed, unlocked, and marked in a way that is visible to staff, participants, and caregivers. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Facilities used by program are ADA-compliant** | | All facilities used by program staff and participants adhere to the requirements of the Americans with Disabilities Act. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Mandated signs are posted in the required languages** | | All signs mandated for posting under federal, state, and city law are posted in the required languages. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **The program has effective arrival and dismissal procedures** | | Arrival and dismissal procedures are efficient, organized and safe. Program implements procedures consistently. Participants are aware of arrival and dismissal procedures. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff are knowledgeable about safety/emergency requirements and are prepared to respond to crises and traumatic events** | | Staff know and comply with safety and health requirements, are aware of program policies and emergency procedures, and report concerns such as child abuse, domestic violence and bullying. Staff employ trauma-informed practices (See Documentation). | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| **Overall Rating for Safety and Facility** | | | | | | |
| **Excellent** | **Good** | | **Fair** | **Poor** | **Unsatisfactory** | |
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| ***Leadership and Management Practices*** | | | | | | |
| **A quality program hires, trains, and supervises staff who meet the needs of participants.** | | | | | | |
| **Indicator** | | **Definition** | | | | **Meets Expectations** |
| 1. **Program has qualified and effective management staff on site** | | All management staff are qualified to hire, train and supervise program staff. There are appropriate numbers of supervisors on site to maintain effective program operations and support program staff. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program receives sufficient administrative support and direction from administration of CBO** | | Program has adequate administrative support from the provider organization to track participant attendance at appropriate level/frequency and maintain files | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program receives sufficient programmatic support and direction from administration of CBO** | | Program has adequate programmatic support from the provider organization to offer high-quality program services aligned with program goals and budget. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program has appropriate specialized staff, as required (e.g. social worker, education specialist)** | | Program employs specialized staff with the required skills to meet the needs of program participants. All specialized staff maintain the required certifications and/or licensures to perform their duties as assigned. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program staffing patterns are flexible to mobilize support for participants when needed** | | Program has established procedures for staffing that allow for additional staff to easily and efficiently mobilize to meet needs of participants at any point in time. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program has required staff-to-participant ratio** | | The ratio of program staff to participants at the program site meets licensing requirements. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program recruits and hires qualified staff on time** | | Program has adequate staffing, which meets DYCD’s requirements in place to serve participants at the beginning of the program. This includes hiring staff that reflect the diversity of the community and/or population served. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program retains effective staff to provide stable and continuous service** | | Program employs staff who demonstrates commitment to their role for an extended period of time. Program has a low rate of staff turnover. Staffing model is conscious of number of staff with whom participants interact and works to build and maintain relationships between staff and participants. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program holds regularly scheduled meetings with staff to discuss goals, data and performance, challenges, and participant needs** | | Program staff meets on a regular basis to discuss program activities, participant needs, and participants’ progress towards desired outcomes. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program has processes in place to supervise, evaluate and coach staff, and to provide professional development** | | Program has established procedures to evaluate staff on their abilities to perform the required duties of their jobs. Program offers regular staff development aligned with the DYCD core competencies, including training on creating welcoming and inclusive programs. This may include, but is not limited to: staff development embedded in the program, DYCD-sponsored trainings, other workshops, and/or staff development offered through the provider organization. Program staff receive professional development that is current and pertinent to their roles. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program has a plan in place for continuous quality assessment and improvement (e.g., process for gathering feedback from stakeholders, systems for regularly reviewing data)** | | Program has established a process for reviewing, assessing and improving quality in an ongoing way that includes quality assurance for all aspects of the program, including content, staffing, and addressing participants’ needs. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| **Overall Rating for Leadership and Management Practices** | | | | | | |
| **Excellent** | **Good** | | **Fair** | **Poor** | **Unsatisfactory** | |
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| ***Partnerships & Relationships*** | | | | | | |
| **A quality program effectively engages with partners, including parents/caregivers, schools, and community institutions. A quality program models and nurtures positive relationships among staff and participants.** | | | | | | |
| **Indicator** | | **Definition** | | | | **Meets Expectations** |
| 1. **Program is responsive to and cooperative with DYCD** | | Program staff maintain regular communication with DYCD staff and provide information as requested by DYCD. Program staff comply with all requirements set forth in contract with DYCD. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program recruits the target population, including hard-to-reach participants** | | Program has developed and successfully implemented a plan to recruit participants from the target population. Program publicizes services provided and conducts outreach to community. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program effectively engages, and retains participants** | | Program meets goals for engagement and retention of target population. Program offers a variety of activities and services that engage participants and keep them on track to achieve desired goals. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **If located in a school, the program and school have regularly scheduled meetings to ensure joint planning, program evaluation and continuous improvement.** | | Program has established a collaborative relationship with the principal and other school personnel and they work together towards meeting participants' needs and maintain the quality of the program. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program is represented on school leadership teams or planning committees and, together with the school has established expectations about academic support and learning enrichment alignment, behavior expectations, and student outreach and recruitment** | | Program works effectively with required partners, and other planning committees in the school. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program is family-friendly and provides opportunities for family involvement** | | Program is welcoming to family members and makes family members aware of opportunities for involvement, including volunteering and providing feedback. Program provides services to family members to ease involvement, such as on-site childcare, providing meals, and holding important meetings at times that families can attend. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff manage groups effectively** | | Staff set consistent limits and clear standards that are appropriate to the age of participants and to the activity. Staff use effective strategies for supporting youth with behavioral challenges. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff create an inclusive, welcoming, and respectful environment that embraces diversity and all participants, (e.g., youth with disabilities, LGBTQ participants)** | | Staff actively engage participants, make participants feel physically and emotionally safe, identify and respond to factors that give rise to feelings of exclusion, and interact constructively with participants and others to support learning and defuse conflict. Policies and procedures establish guidelines against bullying and discrimination. Staff are trained to be sensitive and supportive of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth and issues. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff address and accommodate the diverse needs of participants, including supporting individuals with learning, emotional, physical, or behavioral challenges** | | Staff provide adequate and appropriate services to each participant based on their individual needs. This includes individual service plans, and making appropriate testing accommodations for youth with disabilities according to ADA guidelines. Staff adapt and tailor curriculum when necessary to reach participants with unique needs. Staff at all levels communicate with one another to ensure that participant needs are being met. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff model positive behaviors, such as professionalism and team work** | | Staff demonstrate positive interactions with each other and with participants | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Program has positive and collaborative partnerships to achieve desired goals (e.g. volunteers, educational and cultural institutions, additional support services)** | | Program has identified areas in which strategic partnerships with outside organizations and/or people can help the program to achieve its goals. Program has developed, maintained and nurtured relationships with these organizations and/or people. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff promote responsible decision-making among all participants** | | Staff convey with competence and sensitivity the key elements of health issues, foster responsible decision-making, and understand and respond to the needs of participants to develop positive identities and feelings of self-efficacy. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Staff encourage participants to develop and maintain positive relationships and social networks, as appropriate, with family, peers, and partners** | | Staff observe participant interactions with others. Staff discourage unhealthy relationships and create opportunities to discuss and encourage healthy relationships | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Participants are respected and their voice in the program is encouraged** | | Staff look at participants when they speak and acknowledge what they have said by responding and/or reacting verbally or nonverbally. They use praise, encouragement, and constructive guidance. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Participants have a good rapport with staff** | | Participant interactions with staff are generally comfortable, respectful, and friendly. For example, they smile at staff, laugh with them, and/or share good-natured jokes. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| 1. **Participants are friendly and relaxed with one another** | | Participants are relaxed in their interactions with each other. They appear to enjoy one another’s company. Participants refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively. | | | | 🗆 Yes 🗆 No  🗆 Partial  🗆 N/A |
| **Overall Rating for Partnerships and Relationships** | | | | | | |
| **Excellent** | **Good** | | **Fair** | **Poor** | **Unsatisfactory** | |
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| ***Program Design*** | | | | | | |
| **A quality program that supports the growth and development of all participants.** | | | | | | |
| **Indicator** | | **Definition** | | | **Rating** | |
| 1. **Activities and services are aligned with program goals and intended outcomes** | | The activities and services provided by the program are clearly related to the goals and outcomes intended for each participant. Activities and services are organized and/or sequenced in a logical fashion. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services are grounded in positive youth development principles** | | The activities and services provided by the program are designed to align with research-based principles for positive youth and family development. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services are grounded in effective curricula and lesson plans and are well organized** | | Program staff are trained in how to plan and deliver effective lessons. Program uses structured plans and curricula to guide activities. If an activity takes place over several sessions, the connection from one session to the next is clear. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services support participants’ physical, social, emotional, educational growth and development** | | The menu of activities and services offered support participants’ holistic growth. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services are appropriate for participant age and skill level** | | Program provides differentiated activities and services to participants based on participant age, maturity level, skill level, and readiness. As participants develop and hone skills, they advance to a higher level activity as appropriate. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services encourage participants to achieve skill mastery and continually improve and grow** | | The objectives and goals for activities and services are defined. Activities and services are structured and sequenced to develop participants along the spectrum of skill mastery. Program has developed definitions and metrics for various levels of skill mastery. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Activities and services engage participants in active learning, including hands-on, inquiry-based, or project-based opportunities** | | Participants are regularly engaged in activities that help them to build skills by applying them. Program staff engage the attention of participants and ask questions to gauge understanding of the subject. Participants are given the opportunity to pursue topics and tasks of interest to them. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Participants’ needs, goals, and progress are assessed regularly and inform program design** | | Program staff monitor and assess participant needs, goals and progress on a regular basis. Activities and services are tailored to needs of participants and are continually evaluated for fit with needs of target population. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Program staff create opportunities for participants to learn leadership skills and take on leadership roles.** | | Program staff model positive leadership principles and skills. Program staff identify participants’ strengths and help participants build on these strengths. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Staff approach to working with participants is individual/family-centered, strength-based, and outcome-driven** | | Program staff develop and nurture appropriate relationships with participants that enable them to understand personal circumstances while maintaining professionalism. Program staff remind participants of their strengths and coach participants to build on their strengths rather than focus on weaknesses. Program staff work with participants to identify personal goals and monitor progress towards goals. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| **Overall Rating for Program Design** | | | | | | |
| **Excellent** | **Good** | | **Fair** | **Poor** | | **Unsatisfactory** |
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| ***Program Content*** | | | | | | |
| **A quality program provides activities and services aligned with (its goals) the OST program model and meets the contract requirements** | | | | | | |
| **Indicator** | | **Definition** | | | **Rating** | |
| 1. **Provides homework help** | | Program offers activities designed to assist participants with completing their homework, which may include one-on-one assistance or working with small groups. Program staff monitor participants if they are working on their own to complete homework. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides academic enrichment activities** | | Program offers activities designed to build academic skills and behaviors, which may include one-on-one or small group tutoring,. Program activities are differentiated to meet participant needs depending on academic ability. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides literacy activities** | | Program offers activities designed to build literacy skills, which may include arts-related and/or sports and recreation activities that are literacy-based. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides STEM activities** | | Program offers enrichment activities to support learning in science, technology, and math. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides arts-related activities** | | Program offers activities related to developing interest and skills in areas such as drama, art, music, and dance. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides organized sports activities** | | Program offers organized activities related to developing interest and skills in sports and physical fitness. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides recreation activities** | | Program offers recreational activities, which may include indoor and outdoor games. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides community engagement/service learning activities** | | Program offers activities related to community engagement, including service learning, community awareness, and/or participation in community service. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides leadership development opportunities** | | Participants have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides assistance in the transition to high school** | | Program offers enrichment activities designed to enhance academic skills, critical thinking and problem-solving, including tutoring, homework help, and/or academic enrichment; OR program assists participants in accessing academic supports such as school resources and transportation. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides assistance in accessing college and college readiness services** | | Trips to colleges are arranged for participants as needed or desired. Assistance with college and financial aid applications and college entrance exams is available. Support groups are offered for youth making the transition to college. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Offers activities or workshops that address gender and social roles** | | Program provides opportunities for participants to increase their understanding and/or have discussions about manhood/womanhood and/or masculinity/femininity (e.g., Men’s Group, Daddies Group, Boys Group, Women’s Group, Mommies Group, or Girls Group). | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides health/nutrition instruction** | | Program provides instruction in mental and physical health and nutrition-related issues, including instruction on substance abuse, physical fitness, chronic illnesses, pre/postnatal care, emotional well-being, prevention of HIV/AIDS, STDs and how to deal with other health concerns. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides individual / family counseling** | | Program offers counseling sessions with licensed professionals to individuals and families. Program may offer one-time or ongoing treatment. Counselors assess and document participant needs, and refer to other services or agencies as necessary. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| 1. **Provides activities, services, or workshops related to improving social and emotional skills** | | Program provides activities, services, or workshops related to improving social and emotional skills. This includes activities, services, or workshops designed to foster positive identity formation, pro-social behaviors, personal responsibility, and respect for diversity. | | | E G F P U N/O N/A  🗆 🗆 🗆 🗆 🗆 🗆 🗆 | |
| **Overall Rating for Program Content** | | | | | | |
| **Excellent** | **Good** | | **Fair** | **Poor** | | **Unsatisfactory** |
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| **Narrative** | | | | | | |
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**SITE VISIT SUMMARY**

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| **Overall Rating for the Quality of this Program**  **Excellent** = Exemplary; model for other programs  **Good** = Good; program shows consistent implementation of quality  **Fair** = Adequate; program demonstrates quality, but inconsistently  **Poor** = Improvement needed; program has limited implementation of quality  **Unsatisfactory** = Needs substantial work; quality is not present | | | | |
| **Excellent** | **Good** | **Fair** | **Poor** | **Unsatisfactory** |
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| **Narrative: Explanation of Rating and Recommendations** | | | | |
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| **Narrative: Highlight Special Events and/or Success Stories** | | | | |
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| ***Technical Assistance and Action Plans***  ***Technical Assistance.*** A rating of “no,” “poor,” or “unsatisfactory” on any **indicator** typically suggests a need for technical assistance. It is DYCD’s expectation that assistance will also be provided when on-site directors specifically ask for it.  ***Work Improvement Plan.*** A Work Improvement Plan is required if a program receives a “poor” or “unsatisfactory” overall rating for any **section** of the Program Quality Monitoring Tool.  ***Corrective Action Plan.*** A Corrective Action Plan is required when (a) the program receives an **overall rating** of “poor” or “unsatisfactory” on the Program Quality Monitoring Tool, or when (b) technical assistance and the Work Improvement Plan did not improve the area(s) in which improvement was needed. | | | | |
|  | **Yes** | **No** | **Already in Place** | **Explanation** |
| Is Technical Assistance required? | 🗆 | 🗆 | 🗆 |  |
| Is a Work Improvement Plan required? | 🗆 | 🗆 | 🗆 |
| Is a Corrective Action Plan required? | 🗆 | 🗆 | 🗆 |

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| **DYCD Program Manager Signature** |  | **Date** |
| **DYCD Supervisor Signature** |  | **Date** |