

Rating System

The ASYD Quality Assessment Tool uses the following four-point frequency-based rating scale. The scale is designed to answer the question “how true is it that these statements describe what I observed?”

1 = Not True

The desired practices were expected but not observed or the observed practices were a poor approximation of the desired practices. Or, the practices represented were negative expressions, as described in the indicators.

2 = Somewhat True

The desired practices were observed infrequently or only partially met (i.e., one or some of the indicators are observed but not all of the indicators are present). Or, there is minor evidence of negative expressions of the behaviors/practices, as described in the indicators.

3 = Mostly True

The desired practices were observed most of the time and for a good proportion of the youth but not at all expected times or perhaps not for all youth (i.e., there were some missed opportunities).

4 = Very True

The desired practices were observed consistently and/or during all expected situations and times and for all or almost all of the youth present.

Non-Applicable / Don't Know

The observer is not familiar enough with this aspect of the program to rate the performance on this standard or is not sure how to rate it at this time. Or, this standard and/or indicators do not apply to our site or program.



1 Quality Element 1 / Programming & Youth Development

7 Quality Element 2 / Linkages with the School Day

10 Quality Element 3 / Environment & Climate

14 Quality Element 4 / Relationships

18 Quality Element 5 / Health & Well Being

21 Quality Element 6 / Staffing & Professional Development

25 Quality Element 7 / Organizational Practices

30 Quality Element 8 / Evaluations & Outcomes

33 Quality Element 9 / Family & Community Partnerships





Quality Element I: Programming & Youth Development

GUIDING PRINCIPLE:

A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social and cognitive development of all youth by providing programming and activities that are well- organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
<p>1.1 Promotes a strength-based approach to programming that fosters the relationships, opportunities, and personal qualities that youth need to thrive</p>	<ul style="list-style-type: none"> – Program staff can articulate an understanding of strength-based programming and can delineate specific practices that support this approach – There is a mechanism in place for determining the strengths of each youth and caregivers (e.g., youth surveys, 1:1 discussions, meetings with family members, etc.) – Program activities and instructional practices recognize and build on youths’ strengths and capabilities and provide strength development opportunities (i.e., activities focus on what youth can do as opposed to what they can’t do) – Staff verbally recognize youths’ strengths, accomplishments and skills on a daily basis <p><i>1 = Program staff cannot articulate an understanding of strength-based programming and how their programming supports this approach</i> <i>1 = Programming and/or program practices focus on youth deficits</i> <i>1 = Programming and program practices do not build on or acknowledge the input, achievements, work, or contributions of youth</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	
<p>1.2 Offers project-based and/or experiential and hands-on activities on a daily basis</p>	<ul style="list-style-type: none"> – Youth are actively involved in the activity experience and must make choices/decisions, create, and modify the activity to match their own interests, abilities, ideas or personal style – Staff engage youth in structured time for reflection on how the activity went, what they learned, and on next steps <p><i>1 = There are not hands-on or experiential activities offered</i> <i>1 = Youth are expected to follow specific step-by-step or pre-set rules or directions, produce a pre-determined product, and/or simply take in or give back information</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	
<p>1.3 Ensures that youth experience a balance of group sizes across the program day</p>	<ul style="list-style-type: none"> – Program day offers an array of activities including some small groups, large groups, some independent time or time with one or two peers <p><i>1 = Program offers activities and experiences of one group size across the program day (e.g., youth only experience large group activities)</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	



Quality Element 7: Organizational Practices

GUIDING PRINCIPLE:

A quality program has a clear mission and well-defined goals, sound fiscal management, and clear policies and procedures that support quality and sustainability.

STANDARD	INDICATORS	RATING	NOTES
A Quality Program:		How True?	
7.1 Clearly defines the organization’s mission, vision, values and goals and aligns this framework with specific outcomes to measure progress	<ul style="list-style-type: none"> – Program has a clearly defined and well-understood mission and vision, and values and goals in operation – Staff and stakeholders are aware of and can articulate the mission, vision, values and goals – Program activities clearly support the mission and vision of the organization <p><i>1 = Staff are not aware of and/or cannot articulate the mission, vision, values and goals of the organization</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	
7.2 Has an employee handbook that specifies internal policies and procedures	<ul style="list-style-type: none"> – A comprehensive employee handbook exists that lists internal policies and procedures – New staff are thoroughly oriented to the employee handbook – The handbook is readily available for staff review <p><i>1 = An employee handbook does not exist</i></p> <p><i>1 = Staff have not been oriented to the employee handbook</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	
7.3 Establishes program policies and procedures and makes them available to families or caregivers and stakeholders	<ul style="list-style-type: none"> – Program policies and practices are well-defined and support program goals – Regular orientations are held throughout the program year to familiarize families or caregivers with program policies – Mechanisms are in place to remind veteran families and caregivers of program policies and procedures throughout the year (e.g., during program events, in meetings, via written communications, etc.) <p><i>1 = Program policies are not well-defined and/or do not support program goals</i></p> <p><i>1 = Program does not have a mechanism for familiarizing families and caregivers with program policies and procedures</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>N/A</p>	