

## DYCD YOUTH PROGRAMS PROGRAM QUALITY MONITORING TOOL

### Guidelines for Using the Tool

- The Program Quality Monitoring Tool is designed to help Program Managers **coach** programs to achieve a high level of quality. Poor or unsatisfactory ratings will identify areas where technical assistance is needed.
- The Program Quality Monitoring Tool will be completed **in its entirety at least twice** during each program year. The administrative visit and programmatic visit may occur on separate days but both components are needed for the completion of the tool. This tool does not replace the file validation required by some DYCD units.
- Each program will be visited a **minimum of three times**. The first visit is an announced visit. At least one other visit is an unannounced visit. Some Program Managers will conduct more visits, depending on the DYCD unit and the program's needs.

### **Program Information** [complete prior to visit]

DYCD Program Area		Contract Number	
Executive Director Name		Program Director Name	
Provider/Agency Name			
Administrative Address			
Program/Site Name			
Program/Site Address			
Program Director Telephone	Office:	Cell:	
Program Director Email			
Program Facility Type	<input type="checkbox"/> DOE <input type="checkbox"/> NYCHA <input type="checkbox"/> Parks <input type="checkbox"/> CBO <input type="checkbox"/> Other		
Population Served			
OST Option	<input type="checkbox"/> Option 1 <input type="checkbox"/> Option 2 <input type="checkbox"/> Option 3		
Annual Contract Funding			
DYCD Program/Contract Manager			
Dates of Program Visits	Date of Last Visit _____ Time of Arrival _____		Date of This Visit _____ Time of Departure _____
<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced		<input type="checkbox"/> Full Visit Visit #: _____ <input type="checkbox"/> Partial Visit <input type="checkbox"/> Special Event	<input type="checkbox"/> Met with school administrator
			<b>Yes</b>
			<b>No</b>
1. Program workscope is approved			<input type="checkbox"/>
2. Program budget is approved			<input type="checkbox"/>
3. PERS or MFRs are up-to-date                      Date of last submission: _____			<input type="checkbox"/>
4. Program has provided accurate and up-to-date contact information			<input type="checkbox"/>
5. Program enters data into DYCD MIS systems accurately			<input type="checkbox"/>
6. Program enters data into DYCD MIS systems in a timely manner			<input type="checkbox"/>
ROP or ADA	# of Contracted Participants	# of Enrolled Participants	# Present at Visit

**Administrative Requirements**

A quality program has well-developed systems to support and enhance programming and services.

	Yes	Incomplete	No	
1. Program meets licensing requirements (License type: _____ License #: _____ Exp Date: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Program maintains an incident report log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Program maintains a log of required fire/safety drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Program has a staff handbook that clarifies internal policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Program maintains complete PARTICIPANT files including, as appropriate: registration forms, medical records, assessments, case management files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Program maintains complete STAFF personnel files, including, as appropriate: fingerprint records and other clearances, resumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Program tracks parenthood status of participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Yes	Inc.	No	N/A
8. A written agreement and/or lease agreement between the provider/program and the host facility is on file (e.g., MOU, SPM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Administrative Requirements**

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative: Comments and Recommendations**

<b>Facility and Environment</b>					
<b>A quality program provides a safe, healthy, and nurturing environment for all participants.</b>					
			<b>Yes</b>	<b>No</b>	
1.	The program offers a stimulating, welcoming, and inclusive environment			<input type="checkbox"/>	<input type="checkbox"/>
2.	The resources and space are accessible and suitable for the activities and services conducted			<input type="checkbox"/>	<input type="checkbox"/>
3.	The facility is safe and clean			<input type="checkbox"/>	<input type="checkbox"/>
4.	The facility meets required safety standards			<input type="checkbox"/>	<input type="checkbox"/>
5.	There is adequate security			<input type="checkbox"/>	<input type="checkbox"/>
6.	The program provides healthy, nutritious snacks/meals. Specify meals provided:_____			<input type="checkbox"/>	<input type="checkbox"/>
7.	The program manages effective arrival and dismissal procedures			<input type="checkbox"/>	<input type="checkbox"/>
8.	Staff effectively supervises participants throughout the facility to ensure their well-being			<input type="checkbox"/>	<input type="checkbox"/>
9.	The facility has a posted evacuation plan			<input type="checkbox"/>	<input type="checkbox"/>
10.	Entry signage directs to program locations			<input type="checkbox"/>	<input type="checkbox"/>
11.	Program exits are accessible and marked			<input type="checkbox"/>	<input type="checkbox"/>
12.	Program has a plan for inclusion of participants with disabilities that is ADA compliant			<input type="checkbox"/>	<input type="checkbox"/>
13.	A mandated 311 sign is posted			<input type="checkbox"/>	<input type="checkbox"/>
14.	Program is accessible by public transportation			<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Facility and Environment</b>					
<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsatisfactory</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Narrative: Comments and Recommendations</b>					

**Effective Staffing**

A quality program hires and trains staff members who meet the needs of participants.

Indicator	Quality Rating				
	E	G	F	P	U
1. Program has adequate leadership staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Program has adequate program or line staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program has adequate administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program has an educational specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. On-site director has adequate supervision from the provider organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. On-site director has access to and provides input into the program budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Program recruits and hires staff who reflect the diversity and culture of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program has a process in place for staff hiring and transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff receive an orientation before working with participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Program holds regularly scheduled meetings with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Program offers ongoing professional development opportunities aligned with DYCD core competencies for youth work professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Staff complete required trainings and/or certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Staff are qualified to handle their responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Staff are knowledgeable about and apply principles of child and youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Staff are culturally and linguistically competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Staff adhere to ethical, legal, and program standards and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Staff are knowledgeable about safety/emergency requirements and crisis procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Effective Staffing**

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative: Comments and Recommendations**

<b>Relationships</b>					
<b>A quality program models, develops, nurtures, and maintains positive relationships and interactions among staff and participants.</b>					
<b>Indicator</b>	<b>Quality Rating</b>				
	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>
1. Staff communicate and work well with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff are positive role models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff behave professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff treat participants with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Staff manage groups effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Staff promote an inclusive, welcoming, and respectful environment that embraces diversity and all participants, including LGBTQ participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Staff use effective strategies to support participants with learning, emotional or behavioral challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff promote responsible and healthy decision-making among all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff develop self-advocacy skills among participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Staff encourage participants to develop and maintain healthy relationships with family, peers, partners, and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Participants show positive affect to staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Participants are friendly and relaxed with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Participants have opportunities for one-on-one relationships with a caring adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Relationships</b>					
<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsatisfactory</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Narrative: Comments and Recommendations</b>					

**Effective Case Management**

**A quality program provides individualized support services that help participants achieve desired outcomes leading to healthy self-reliance and interdependence with their community.**

Indicator	Quality Rating				
	E	G	F	P	U
1. Program services are individual driven and include family, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Program assesses and documents the <b>needs and strengths</b> of participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program engages in individualized service planning/strategies (ISP/ISS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ISPs/ISSs are completed with the participant and clearly designate who is responsible for undertaking each activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The goals and strategies of an ISP/ISS are linked to observable or measureable indicators of success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Program assesses and documents the <b>progress</b> of participants on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A reassessment is performed regularly as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program follows up on individual needs and referrals to community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The program incorporates case coordination practices when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The program incorporates case conferencing when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The program prepares a closure summary for each participant's file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. New or updated ISPs/ISSs are completed at the end of each reassessment or sooner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Effective Case Management**

Excellent	Good	Fair	Poor	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative: Comments and Recommendations**

<b>Structures and Partnerships</b>					
<b>A quality program has a coherent vision and plan, and develops and maintains positive relationships with schools, families, and the community.</b>					
<b>Indicator</b>	<b>Quality Rating</b>				
	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>
1. Program has clearly defined goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Program maintains a current schedule of activities, services, and/or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program has visual cues for group norms and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program serves the targeted population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program holds an orientation for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Program has a recruitment and retention plan for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Program has a plan for continuous program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. On-site director is responsive to and cooperative with DYCD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On-site director has a working relationship with the central office of the CBO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Program maintains a relationship with the school(s) that participants attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Program is represented on school leadership teams or planning committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Program has a strategy to contact and engage parents (e.g., parent liaison)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Program holds an orientation or meeting for caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Program provides caregivers opportunities to be involved and/or give feedback and publicizes these opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Program publicizes and conducts outreach within the community, where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Program has linkages with appropriate referral agencies and knowledge of crisis intervention services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Program has strategic partnerships that enhance the quality of services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Program connects participants to resources for child/family planning and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Structures and Partnerships</b>					
<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsatisfactory</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Narrative: Comments and Recommendations</b>					

<b>Quality of Implementation</b>					
<b>A quality program supports the growth and development of all participants.</b>					
<b>Indicator</b>	<b>Quality Rating</b>				
	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>
1. The goals and outcomes of the program are reflected in the activities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The goals and expectations of program activities and services are clear to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program reflects a connection to educational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff demonstrate high expectations for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program activities and services are well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Program activities and services are appropriate to the age and skill level of participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Program activities and services are implemented with a strength-based approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program challenges participants intellectually, creatively, developmentally, and/or physically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Program activities and services promote skill mastery and attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Program provides opportunities for hands-on or project-based learning or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Program activities and services engage participants and keep them on-task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Program encourages participants to collaborate with each other and work together as a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Program staff use structured plans or curricula to guide activities Curricula used, if any: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Program offers alternate activities and/or retreat spaces for participants when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Quality of Implementation</b>					
<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsatisfactory</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Narrative: Comments and Recommendations</b>					



<b>Quality of Program Content</b>						
<b>A quality program provides activities, services, and workshops that align with the goals of the DYCD unit.</b>						
<b>Indicator</b>	<b>Quality Rating</b>					
	<b>E</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>U</b>	<b>NP</b>
1. Program supports participants in achieving educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Program provides literacy activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Program provides STEM activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Program provides activities, services, or workshops related to improving social and emotional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Program provides activities or services related to developing healthy living skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Program supports leadership development opportunities for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Program provides work readiness activities, workshops, and/or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program provides community and civic engagement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Program supports participants in accessing college and college readiness services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Program provides arts-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Program provides organized sports activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Program provides recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Program offers activities or workshops that address gender and social roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Program Content</b>						
<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unsatisfactory</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Narrative: Comments and Recommendations</b>						

\* Mark NP (Not Present) if the program does not offer that content. If the content is offered, assign a quality rating. Whether NP affects the overall rating for program content depends on the DYCD unit's expectations for that program, and whether the content is required.

# SITE VISIT SUMMARY

## 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Narrative: Explanation of Rating and Recommendations

### Narrative: Highlight Special Event and/or Success Story

## Recommendations

**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.

**Promising Practice.** A rating of “excellent” in any area suggests that a program is implementing a promising practice. The program may serve as an effective model for other programs.

Topic	TA by Program Manager	TA Referral Needed	TA Requested by Program	Promising Practice Site	Explanation
High-quality activities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill-building activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DYCD MIS systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Project planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Providing a safe and secure environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outreach and engaging participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessing and documenting <b>needs</b> of participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessing and documenting participant <b>progress</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behavior management or conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developing effective ISPs/ISSs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Implementing effective ISPs/ISSs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Resources for special target populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Educational partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reassessment and documenting progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Case closeout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community partnerships and referral network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff development strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Action Plans</b>				
<p><b>Work Improvement Plan.</b> A Work Improvement Plan is required if a program receives a “poor” or “unsatisfactory” overall rating for any <b>section</b> of the Program Quality Monitoring Tool.</p> <p><b>Corrective Action Plan.</b> A Corrective Action Plan is required when (a) the program receives an <b>overall rating</b> 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.</p>				
	Yes	No	Already in Place	Explanation
Is a Work Improvement Plan required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is a Corrective Action Plan required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DYCD Program Manager Signature		Date
DYCD Supervisor Signature		Date