

**Quality Campaign Member**

**Submission Packet**

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**Agency Overview**

This section is to provide some **basic information about your organization** for the review committee to have an overview of the work you provide to youth. *\*Please do not refer to the agency name as anonymity is important in the review process.*

**1. Mission of the organization/program**

**2. Briefly describe the services provided to youth**

**3. Do you provide multiple programs?** \_\_\_\_\_\_ YES \_\_\_\_\_\_ NO **If so, how many?** \_\_\_\_\_\_

**4. How many days a week do you operate?** \_\_\_\_\_\_ **5. What is the age served?** \_\_\_\_\_\_

**6. Number of participants served per year** \_\_\_\_\_\_

**7. Number of sites** \_\_\_\_\_\_

**8. Number of staff:** Full-time \_\_\_\_\_\_ Part-Time \_\_\_\_\_\_ AmeriCorps \_\_\_\_\_\_

Volunteer \_\_\_\_\_\_ Intern \_\_\_\_\_\_ Other \_\_\_\_\_\_

**Program Overview**

This section is to provide some **basic information about the program you have assessed** for the review committee to have an overview . *\*Please do not refer to the program name as anonymity is important in the review process.*

**1. Program Type:** Comprehensive \_\_\_\_\_\_ Enrichment \_\_\_\_\_\_

**2. Briefly describe the program you assessed**

**3. How many days/week does it operate?** \_\_\_\_\_\_ **4. What is the length of the program?** \_\_\_\_\_\_

(e.g. 12 weeks; school year; summer)

**5. What is the age served?** \_\_\_\_\_\_ **6. Number of participants served per year** \_\_\_\_\_\_

**7. Number of staff:** Full-time \_\_\_\_\_\_ Part-Time \_\_\_\_\_\_ AmeriCorps \_\_\_\_\_\_

Volunteer \_\_\_\_\_\_ Intern \_\_\_\_\_\_ Other \_\_\_\_\_\_

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**QSA Process**

Please provide the following information to verify that the Quality Self-Assessment (QSA) process was completed as it was intended. Include this in your materials to be submitted to APOST.

1. **Participants completing the Individual QSA (Please indicate the number if more than 1):**

\*Multi-service sites do not need to include their executive director in this process. If your organization is primarily an OST provider, you must include your executive director.

\*A Comprehensive Program must include a Lead Program Manager, Youth Worker, Youth and Parent on its team.

\*An Enrichment Program must have at least four people on its team, which may consist of program staff only, such as Youth Workers (front-line staff), Program Directors, Managers, and Coordinators.

\_\_\_\_Lead Program Manager (Site Supervisor) \_\_\_\_Executive Director

\_\_\_\_Youth Worker \_\_\_\_Board Member

\_\_\_\_Youth \_\_\_\_School District Partner

\_\_\_\_Parent \_\_\_\_Community Leader

\_\_\_\_Service Providing Partner

\_\_\_\_Administrative Staff

\_\_\_\_Other

1. **Date of Team Consensus Meeting and creation of Action Plan: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Attendees at the Team Consensus Meeting *(should reflect all who completed the QSA)*:**

\_\_\_\_Lead Program Manager (Site Supervisor) \_\_\_\_Executive Director

\_\_\_\_Youth Worker \_\_\_\_Board Member

\_\_\_\_Youth \_\_\_\_School District Partner

\_\_\_\_Parent \_\_\_\_Community Leader

\_\_\_\_Service Providing Partner

\_\_\_\_Administrative Staff

\_\_\_\_Other

Please ensure that all information presented in this submission packet is accurate and complete.

**QSA Team Consensus Tool**

This form is to be used and completed by the QSA facilitator when each individual has completed the QSA and convenes for a group discussion. It is important to remember that the **TEAM must come to agreement on the rating for each indicator** after hearing individual comments (determining the rating by an *average* of the all scores will NOT be a fair assessment of strengths and weaknesses).

Complete the Team Comment columns with **specific examples and details** of why the team decided on that rating. **Every space for team comment should be filled.**

| **INDICATORS** | **TEAM RATING**  **(1, 2,3,4 or N/A)** | **TEAM COMMENT** |
| --- | --- | --- |
| **Structure & Management** | | |
| 1.1.1 Implements a standard hiring process that ensures all staff including, paid, volunteers, and interns, have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position. |  |  |
| 1.1.2 Strives to recruit a diverse group of staff who reflect the racial, ethnic, gender, family, and community characteristics of the youth participants. |  |  |
| 1.1.3 Provides paid on-going professional development opportunities including workshops, conferences, etc. to all staff including paid, volunteer, and interns on a quarterly or more frequent basis to address the unique characteristics of youth and families. |  |  |
| 1.1.4 Provides all staff including paid, volunteer and interns with an orientation that includes a review of the job description, personnel policies and policy standards. |  |  |
| 1.1.5 Tracks annual turnover rates of all staffing levels and implements strategies to maintain a consistent workforce and staff-to-participant ratio. |  |  |
| **Positive Connections, GP1** | | |
| 2.1.1 Has staff that respect and communicate with one another and youth; and are role models of cooperation, behavior, conflict resolution, and positive adult relationships. |  |  |
| 2.1.2 Provides team and relationship building activities to all staff including paid, volunteer, and interns on a quarterly or more frequent basis. Examples include having staff lunches, team meetings, staff outings/retreats, etc. |  |  |
| 2.1.3 Has clearly defined behavior policies and discipline procedures that are communicated to youth participants, their families, and staff through parent, staff, and youth handbooks, orientations, and/or meetings. |  |  |
| 2.1.4 Staff implements consistent rewards and consequences for participant behavior. |  |  |
| **Positive Connections, GP2** | | |
| 2.2.1 Staff provides partners and stakeholders with regular updates about program events, activities, and achievements in a variety of formats such as through a program website, newsletters, scheduled meetings, flyers, and/or via emails. |  |  |
| 2.2.2 Obtains input from stakeholders about program performance through a variety of ways such as parent/youth surveys, parent meetings, community advisory boards, focus groups, etc. |  |  |
| 2.2.3 Accesses resources within the community by seeking support from and building relationships with local businesses, colleges, universities, community leaders, and elected officials. |  |  |
| **Positive Connections, GP3** | | |
| 2.3.1 Offers youth participants opportunities to express their ideas, concerns, and opinions about deciding on service-learning and community projects, some of which include formal and informal conversations, surveys, and youth councils. |  |  |
| 2.3.2 Offers youth opportunities to engage in their community through service-learning and community service projects such as planting a community garden, neighborhood clean-ups, volunteering with the elderly, peer mentoring, etc. |  |  |
| **Safety and Health, GP1** | | |
| 3.1.1 Provides emergency procedure trainings, and staff and youth know what to do in case of a general emergency. |  |  |
| 3.1.2 Conducts all required fire/safety drills at a minimum of four times year. |  |  |
| 3.1.3 Has youth participant files that include emergency contact information, medical release forms, allergy and health information. |  |  |
| 3.1.4 Provides adequate safety and security which may include having security guards, cameras, and alarms, sign-in/sign-out procedures, staff identification shirts or badges, and proper staff/student ratio according to the age group of students. |  |  |
| 3.1.5 Requires that all staff including volunteers and interns have approved Child Abuse Clearances, Criminal Records Checks, and FBI Clearances updated yearly. |  |  |
| **Safety and Health, GP2** | | |
| 3.2.1 Has indoor/outdoor equipment and space that meets state and local health, safety and cleanliness requirements. |  |  |
| 3.2.2 Has policies and procedures regarding the use and maintenance of the indoor/outdoor area facilities and for regularly checking safety repairs. |  |  |
| **Safety and Health, GP3** | | |
| 3.3.1 Has access to enough equipment, supplies, and space that is appropriate and suitable for physical activities that meets the needs of all youth. |  |  |
| 3.3.2 Provides healthy nutritious snacks and/or dinner in accordance state and federal guidelines. Program utilizes partnerships with outside business or companies. |  |  |
| 3.3.3 Offers youth participants the opportunity to engage in daily moderate- to- vigorous physical activity that is modeled by staff. |  |  |
| **Activities, GP1** | | |
| 4.1.1 Activities are intentionally planned to align with the clear mission statement and goals of the program and to promote the development of all youth. |  |  |
| 4.1.2 Addresses the academic, physical, social, and emotional needs of the participants which incorporate a variety of age-appropriate instructional strategies to help youth participants build and master skills and content. |  |  |
| 4.1.3 Staff including volunteers and interns receive training to help them effectively implement age and skill appropriate activities and equip staff to understand youth’s interests, talents, life experiences, and developmental needs. |  |  |
| **Activities, GP2** | | |
| 4.2.1 Offers structured, engaging experiences that address the physical, cognitive, social, emotional, and creative domains of youth development. |  |  |
| **Activities, GP3** | | |
| 4.3.1 Encourages youth input and participation in program activity planning, field trip selections, and implementation by having youth provide formal and informal opportunities to evaluate activities, be involved in the decision making process, and have opportunities to lead activities. |  |  |
| 4.3.2 Integrates opportunities for the development of youth personal responsibility, self-direction, and leadership throughout the program. |  |  |
| **Activities, GP4** | | |
| 4.4.1 Environment, activities and policies reflect positive regard for the youth, families and their cultural backgrounds and promote positive interactions. |  |  |
| 4.4.2 Offers youth opportunities to explore, share, and celebrate their heritage and culture with others. Examples include attending cultural plays and field trips, having special celebrations, and participating in interactive cultural arts lessons. |  |  |

**One Year Action Plan**

The Action Plan should be completed during the QSA Team Consensus Meeting (after the Team Consensus Tool is completed). All participants must have input and agree to the proposed Action Plan, setting goals for this year. **Use the SMART goals framework to help you—Specific, Measurable, Attainable, Relevant, and Timely**. This means you should include dates when possible and be as specific as you can. In deciding who is responsible for the action, please **use position titles and not names** for this first action plan to maintain anonymity.

| **Indicator** | **Specific & Measureable Action** | **Title (s) of Person(s) Responsible** | **Deadline** |
| --- | --- | --- | --- |
| **Structure & Management** | | | |
| 1.1.1 Implements a standard hiring process that ensures all staff including, paid, volunteers, and interns, have the personal attributes, ability to learn needed skills, and professional qualifications appropriate for their position. |  |  |  |
| 1.1.2 Strives to recruit a diverse group of staff who reflect the racial, ethnic, gender, family, and community characteristics of the youth participants. |  |  |  |
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| 1.1.5 Tracks annual turnover rates of all staffing levels and implements strategies to maintain a consistent workforce and staff-to-participant ratio. |  |  |  |
| **Positive Connections** | | | |
| 2.1.1 Has staff that respect and communicate with one another and youth; and are role models of cooperation, behavior, conflict resolution, and positive adult relationships. |  |  |  |
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