Achieve Boston's Self-Assessment Questionnaire

Activities/Curriculum	B	D	M	NA
Activities and curriculum builds upon the importance of a well-balanced structure where activities promote life skills and enhance the physical, cognitive, social and emotional development of children and youth, including those with special needs. Topics include:				
Developmentally-appropriate and balanced programming				
Activity planning – webbing, themes, project based learning				
Using community resources				
Implementation, documentation and assessment				
Aligning activities with learning standards				

Building Caring Relationships/ Behavior Guidance	B	D	M	NA
Building caring relationships with children and youth includes promoting teambuilding and a variety of communication strategies. Understanding acceptable and appropriate behaviors in a variety of situations and cultural contexts is a learned skill. Topics include:				
Establishing strong relationships and trust				
Communication skills				
Youth-centered programming				
Resiliency – protective and risk factors				
Positive behavior techniques				

Child and Youth Development	B	D	M	NA
To provide a program that meets the multiple needs of children and youth, practitioners must understand comprehensive child and youth development, including developmental stages, children and youth with special needs, competencies, and positive directives. Topics include:				
Physical/cognitive/emotional/social development – ages & stages				
Adolescent Development				
Youth outcomes				
Children with special needs				

Safety/Health and Nutrition	B	D	M	NA
Understanding how to maintain personal health and safety. Topics include:				
Wellness and exercise				
Crisis intervention				
Nutrition				
Licensing				
CPR, First Aid, and universal precautions				
Risk prevention: HIV/AIDS/teen pregnancy/abuse/drugs/alcohol				

Cultural Competence	B	D	M	NA
Understanding differences and inclusion principles and technique. Topics include:				
Anti-bias and culturally relevant programming				
Program outreach to diverse communities				
Inclusion				
Identifying bias and oppression				
Gay, lesbian, bi-sexual, and transgendered issues				

Environment	B	D	M	NA
A carefully planned learning environment fosters children/ youth's involvement and development in all areas. Such an environment includes physical and human qualities that promote self-esteem, social interaction, community values, cultural awareness and inclusion. Topics include:				
Space design – facilities, décor				
Human/emotional climate – ownership, youth friendly				
Age-appropriate materials/supplies, furniture, equipment				
Working in shared space – unique challenges and strategies				

Families and Schools	B	D	M	NA
Creating and sustaining relationships with families, teachers, and other school personnel is essential to enhancing the quality of after-school and youth services. Coordination and information sharing among schools, families, and after-school providers/youth workers helps to create a supportive learning environment. Topics include:				
Partnering with families				
Partnering with schools				

Professionalism	B	D	M	NA
Understanding one's role in the organization, professional boundaries, and professional advancement. Topics include:				
Core competencies				
Career development				
Advocacy				
Leadership development				
Boundaries				

Program Management	B	D	M	NA
Having an accountable practice of program management enhances quality and promotes efficiency. Topics include:				
Fiscal management				
Fundraising and marketing				
Staff recruitment/retention, supervision/professional development				
Organizational climate including teambuilding/conflict resolution				
Program planning, development, implementation, and evaluation				
Board Development				

Workers as Community Resources	B	D	M	NA
After-school and youth workers can serve as a resource to children, youth, and families. They also must know how to identify community resources and partner with other organizations to most effectively servethose in their programs. Topics include:				
Community mapping				
Collaboration – building partnerships				
Community service				

Building Leadership and Advocacy	B	D	M	NA
After-school and youth workers serve as a connection between families, schools, communities, children and youth. They can play a natural role as community leaders speaking out on the importance of quality services and can influence public policy. They can also help children, youth, and parents or family members build their own leadership and advocacy skills. Topics include:				
Social justice issues				
Youth empowerment				
Advocacy				
Organizing				