

# *Program Self-Assessment of the Program Guidelines for Girls' Services in Connecticut*

\*Part of the DCF-CSSD Girls' Programs Standards and Certification Project  
January 2010

Program/Location:

Program Director/Manager:

Phone Number:

Assessor(s):

Date(s) of Assessment:

Sections Reviewed (circle) 1 2 3 4 5 6 7 8

The following Self-Assessment Instrument was developed to help providers determine level of adherence to the Program Guidelines for Girls' Services in Connecticut. The instrument is based on standards and principles reflected in that document. Information should be obtained through observations, focus groups, individual interviews, document review, data review and surveys. The focus of this assessment is to examine the programmatic foundation and determine if the program functions as a GS program and if not, if it has features of a GS program. Additional assessments of programming content and service delivery expertise would support overall determination of program gender specificity.

Scoring:

- 1 – non-existent/missing,
- 2 – exists but needs significant improvement,
- 3 – Exists but is average, needing some improvement,
- 4 – Exists and functions well, and
- 5 – Exists, is excellent, does not need any improvement.

Scores for each section are compiled and then divided by the total possible score for each section to determine a percentage score. It is recommended that any section with a score under 80% be thoroughly reviewed and strategies be planned to enhance program performance.

1. Philosophy/Conceptual Framework	Findings	Score	Next Steps
Check those conducted for section 1: <input type="checkbox"/> Observation <input type="checkbox"/> Focus Groups <input type="checkbox"/> Document Review <input type="checkbox"/> Data Review <input type="checkbox"/> Interviews <input type="checkbox"/> Surveys <input type="checkbox"/> External Review			
<ul style="list-style-type: none"> <li>▪ The agency incorporates a well-defined female responsive philosophy.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program's values, mission, goals and objectives are female responsive.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program actively incorporates girls' voices in all levels of service design and delivery.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program integrates a relational approach.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program incorporates an individualized approach that promotes self-efficacy.</li> </ul>			

Total Possible Score 25 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

2. Facility	Findings	Score	Next Steps
Check those conducted for section 2: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program space is welcoming and clean.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls are included in decision-making about the basic design and décor.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program space has the capacity to subdivide the population, especially when clinically indicated.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program space balances open space with private areas for therapeutic activities</li> </ul>			
<ul style="list-style-type: none"> <li>▪ There is space available for clients to de-escalate as needed</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program displays:               <ul style="list-style-type: none"> <li>○ Empowering images of girls and women and diverse ethnic and cultural groups that actively counteract female, ethnic and cultural stereotypes;</li> <li>○ Positive, multi-ethnic, and multi-cultural images of girls and women in non-traditional roles;</li> <li>○ Successful client work and client-friendly images and words;</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>○ Informational materials (i.e., brochures, pamphlets) that are relevant to females regarding such topics as female health and nutrition, trauma recovery); and</li> <li>○ Important program information and information about client rights.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program has space for large and small muscle recreational activities.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls have access to a safe, pleasant outside space.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If security cameras are used, the program has clear policy and protocols regarding camera placement and monitoring.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program has separate space for client admissions, intake and assessment.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls' bedrooms are comfortable and include safe personal items.</li> </ul>			

Total Possible Score   55   Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

3. Management and Staffing	Findings	Score	Next Steps
Check those conducted for section 3: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Managers employ a leadership approach that is relational and strengths-based while balancing accountability.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Line staff are client-centered and attentive to the needs of the girls.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Staff promote clear and consistent behavioral expectations for the girls.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Staff exhibit appropriate personal boundaries at all times.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Clinicians and case managers focus on girls’ assets as a foundation for growth and change.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Standard hiring practice includes:               <ul style="list-style-type: none"> <li>○ Hiring staff that reflects the diversity of the population being served.</li> <li>○ Collaborative evaluation of each candidate by the program director, clinical staff and agency administration;</li> <li>○ Input from girls (i.e. generating questions, allow girls to ask questions of candidates directly,</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>offer feedback about candidates); and</li> <li>○ Questions regarding knowledge of and attitudes about 1) the population being served, 2) female and culture/diversity, 3) handling conflict, and (4) relational, strengths-based approaches.</li> <li>○ Background checks are performed on all staff members (e.g., criminal, child protective, sex offender), information is verified (e.g., actual answers, transcripts).</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Pre-service training for staff includes at least 40 hours of practical training on the theoretical basis for female-responsive approaches. <ul style="list-style-type: none"> <li>○ Training should include female development and female-responsive approaches to behavior motivation.</li> <li>○ Annual refresher training (minimum 8 hours) is required for all staff on the application of female responsive principles.</li> <li>○ The program utilizes internal and external trainers to address emerging issues as well as deepen staff skill sets.</li> <li>○ Training on fundamental competencies includes roll-plays, case studies and follow up coaching.</li> <li>○ Training on the prevalence and impact of trauma, including information about implementing a trauma sensitive approach.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ Managers and supervisors effectively supervise, coach and hold staff accountable according to female responsive principles. <ul style="list-style-type: none"> <li>○ The program has clear, documented female-responsive staff competencies; performance</li> </ul> </li> </ul>			

<p>evaluations are based on staff actions and attitudes.</p> <ul style="list-style-type: none"> <li>○ The program provides formal staff supervision at all levels at least once per month.</li> <li>○ Supervisions involve discussion about and documentation of strengths and challenges regarding staff members' application of female-responsive principles.</li> <li>○ Supervisions include staff development planning, clear and realistic timeframes for targeted skill development areas and follow-up.</li> <li>○ Staff assets are regularly acknowledged in a strengths-based manner.</li> <li>○ The program has a progressive discipline process that is utilized.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Staff orientation includes: <ul style="list-style-type: none"> <li>○ Overview of agency mission</li> <li>○ Policy and practice review, mandated reporting training, HIPAA training, risk assessment.</li> <li>○ Training on female-responsive programming and approaches, including behavior motivation, boundaries and documentation.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ Staff incorporates an understanding of child development, female adolescent development, female differences, culture differences and developmental differences.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ There are female staff working on every shift (e.g. girls can access a female staff member at any time).</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If volunteers and interns are utilized they are thoroughly</li> </ul>			

screened (background checks are performed) and trained relative to the type and level of contact they will have with clients.			
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Total Possible Score 60 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_



4. Program Culture/Milieu	Findings	Score	Next Steps
<p>Check those conducted for section 4:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program is physically, psychologically, and emotionally safe. <ul style="list-style-type: none"> <li>○ Programs have a touch policy that is based on clear boundaries and the needs of girls.</li> <li>○ Staff is aware of the physical and psychological effects of trauma on girls (e.g., staff is aware of nighttime triggers and teaches girls skills to cope).</li> <li>○ Staff and girls are encouraged to respect and acknowledge the multiple and unique relationships that affect girls' lives.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program integrates relational, strengths-based, trauma-informed, holistic and culturally competent practices into the programmatic culture. <ul style="list-style-type: none"> <li>○ Staff focus on girls strengths.</li> <li>○ Staff model relational and strength-based practice</li> <li>○ Relational language drives the program culture; the community is encouraged to use respectful, person-centered language.</li> <li>○ Staff respects how the family defines their</li> </ul> </li> </ul>			

<p>family.</p> <ul style="list-style-type: none"> <li>○ Age-appropriate programming is available</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program culture celebrates the uniqueness of each individual girl.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls can access services in smaller groups with other girls who have similar interests.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls have daily decision making opportunities.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls manage their own personal information; staff is provided with only that information about girls that will facilitate safe and effective service delivery while maintaining privacy and confidentiality and honoring her personal story.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The culture is family-friendly, operations are attentive and client-centered, and staff is respectful of girls' spaces.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls and staff can articulate a clear mission, rules/expectations and structured daily schedules.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program: <ul style="list-style-type: none"> <li>○ Actively create an environment that meets underlying needs</li> <li>○ Foster interactions/relationships in the milieu that meet underlying needs</li> <li>○ Consciously and effectively respond to safe and challenging behaviors using a female-responsive approach.</li> </ul> </li> </ul>			

Total Possible Score 45 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

5. Behavior Motivation (Behavior Management)	Findings	Score	Next Steps
<p>Check those conducted for section 5:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The behavior motivation approach is grounded in female-responsive philosophy (i.e., female developmental theory, female-responsive programming, approaches and interventions and new theory and practice on behavior motivation for females)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The behavior motivation approach is relationship-based (e.g., staff provide support and teach new skills in the context of empathetic and mutual relationship with clients) and strengths-based (staff work with clients to develop skills they already have and use those skills to overcome challenges in other life areas)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The behavior motivation approach is trauma-informed (does not mandate compliance or emphasize power and control) and holistic (behaviors are not viewed in isolation, but rather as expressions of internal emotional/psychological needs)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The behavior motivation approach is culturally competent (e.g., does not give consequences for those</li> </ul>			

<p>behaviors that, though safe, may appear unusual or disrespectful to staff that are not from or familiar with that culture)</p>			
<ul style="list-style-type: none"> <li>▪ The program has a documented behavior motivation system. <ul style="list-style-type: none"> <li>○ The development and characteristics of the behavior motivation approach includes girls' voices and perspectives.</li> <li>○ The system operates consistently among staff, across shifts, and within all program activities and programs.</li> <li>○ Allows staff to individualize methods to meet the unique needs of each client.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ The behavior motivation approach is designed to include concrete, developmentally appropriate, female-responsive, and culturally responsive motivators. <ul style="list-style-type: none"> <li>○ The program demonstrates the ability to motivate girls to self-manage and self-regulate.</li> <li>○ Girls are in control of what privileges and responsibilities they are ready for by demonstrating safe, pro-social skills.</li> <li>○ The behavior motivation approach is strength-based; privileges and responsibilities can only be earned - staff does not take privileges away.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ Program approach to behavior motivation: <ul style="list-style-type: none"> <li>○ Emphasizes safety of self, peers and staff</li> <li>○ Teaches healthy options and encourage positive change; Shows girls they can make mistakes and learn from them</li> <li>○ Helps girls to understand their behavior and</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>○ maximize their potential</li> <li>○ Teaches self-regulation skills</li> <li>○ Engages girls in leadership roles</li> <li>○ Helps girls to understand the consequences of effective and ineffective behaviors</li> <li>○ Teaches girls rules and expectations, healthy boundaries and limits, and structure</li> <li>○ Helps girls understand their own and others limits</li> <li>○ Includes one-on-one time daily for girls to reflect on strengths and challenges</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Behavior motivation includes teaching girls' skills that are translatable to their homes, schools and communities.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Behavior motivation should be shared with learned by family</li> </ul>			
<ul style="list-style-type: none"> <li>▪ All girls have basic rights within a program that are separate from earned privileges and responsibilities that girls have informed.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ If applicable, the behavior motivation approach dovetails with the treatment approach (clinical service delivery); behavior motivation methods do not exist separately from those that are clinically informed</li> </ul>			

Total Possible Score 55 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

6. Treatment/Service Planning and Review	Findings	Score	Next Steps
<p>Check those conducted for section 6:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program’s orientation process includes: <ul style="list-style-type: none"> <li>○ Helping girls become familiar with the program, facility, staff and other girls</li> <li>○ Helping girls acknowledge potential fears and address them</li> <li>○ Clarifying program expectations with each girl and her family</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ The program’s assessment process: <ul style="list-style-type: none"> <li>○ Looks at each girl’s history; a “life book” is created to help the assessor and the girl to understand her past</li> <li>○ Directs treatment /discharge; planning begins at admission</li> <li>○ Is child-focused, involves creating and maintaining emotional safety, involves an interactive approach (e.g., the girl is involved), is family centered (e.g., the family is involved throughout the process) and is ongoing</li> <li>○ Involves use of reassessment to gather important information about client strengths and</li> </ul> </li> </ul>			

<p>challenges over time, and determine any potential need to adjust services/treatment</p>			
<ul style="list-style-type: none"> <li>▪ The program’s assessment content includes: <ul style="list-style-type: none"> <li>○ Girl’s interests, needs for safety, level of motivation, life goals, current level of emotional functioning, medical history, medical health, family medical and mental health history, learning style, developmental history, past functioning, trauma history, triggers, barriers to achieving goals, cultural influence, spirituality, and relationship style</li> <li>○ Family members/community relationships (importance and status)</li> <li>○ A client interview, family interview, past assessments, discharge summaries, clinical notes and immediate contact with past providers</li> <li>○ Client view of self in context of her relationships</li> <li>○ Client view of helpful and harmful relationships currently in their lives</li> <li>○ Discussion around services/treatment include responsive goal setting for girls who are pregnant and/or parenting</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>▪ The service/treatment planning and review process: <ul style="list-style-type: none"> <li>○ Begins with establishing basic safety and security</li> <li>○ Includes medical health issues</li> <li>○ Allows the service/treatment plan to evolve over time according to each girl’s strengths and challenges and is appropriate given her length-of-stay</li> </ul> </li> </ul>			



<ul style="list-style-type: none"> <li>○ Occurs with each girl at least once a month, is documented, includes clear time frames and identifies persons responsible for executing responsive tasks included in the plan</li> <li>○ Includes completion of a preliminary/initial service/case/treatment plan that includes the participation of the girl (and family members and other important individuals in long-term residential) and is reviewed and revised as necessary on a regular basis</li> </ul>			
<ul style="list-style-type: none"> <li>▪ The service/treatment planning and review process identifies and helps address risks, strengths, challenges and needs in three domains: <ul style="list-style-type: none"> <li>○ Individual (what am I good at, what do I need support with, and what do I want to change/enhance/learn/heal/grow),</li> <li>○ Relational (what relationships are healthy and supportive, what relationships are unhealthy or difficult, what support can I ask for to achieve my goals and from whom), and</li> <li>○ Community (what resources are available to me, what barriers are there to accessing resources, what do I need/want from my community to support my change process)</li> </ul> </li> </ul> <p>And includes</p> <ul style="list-style-type: none"> <li>○ collaborating with the girl, service providers, her family, her community, and her natural supports</li> <li>○ developing short-term and long-term goals that are meaningful and measurable</li> <li>○ identifying girls' relationship styles when determining goals</li> </ul>			

<ul style="list-style-type: none"> <li>▪ The discharge or transitional planning and aftercare process: <ul style="list-style-type: none"> <li>○ Begins at intake</li> <li>○ Addresses each girl's needs and strengths for services and programs; not just what the system has available for her</li> <li>○ Gives girls a chance to be successful in their communities</li> <li>○ Provides realistic services that are easily accessible, planned and secured in advance of discharge</li> <li>○ Facilitates fluid treatment from residential placement to the community, including the relationship with the aftercare service provider</li> <li>○ Facilitates community support and services for parents</li> </ul> </li> </ul>			
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Total Possible Score 30 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

7. Programming and Services	Findings	Score	Next Steps
Check those conducted for section 7: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Every service and activity provided is critically analyzed to ensure that it is female responsive</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls' participation in groups is based on identified needs, strengths, and challenges through the assessment process and identified areas on the service plan</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Girls have some choices in group participation (both in what groups they participate in and participation within a required group).</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Each program should have the following types of services available or accessible (combinations will vary according to program type):               <ul style="list-style-type: none"> <li>○ Individual and group mental health services;</li> <li>○ Community support linkages;</li> <li>○ Recreational programs including the arts and physical programs</li> <li>○ Educational and vocational opportunities;</li> <li>○ Family services (including non-traditional families) are offered (on site and/or at home)</li> </ul> </li> </ul>			

<p>with transportation) that is responsive to the girl and the needs of her family;</p> <ul style="list-style-type: none"> <li>○ Crisis intervention (to prevent possible unplanned discharges and other emergencies);</li> <li>○ Trauma informed treatment,</li> <li>○ Spirituality,</li> <li>○ Skills acquisition</li> <li>○ Medical services</li> <li>○ Female health education</li> <li>○ Links to mentors and advocates</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Service delivery methods include: <ul style="list-style-type: none"> <li>○ Groups are that are small (5 – 8 girls)</li> <li>○ Facilitation by a person who demonstrates a relational, strengths-based approach</li> <li>○ Curriculum-driven (i.e., include planned lessons/activities)</li> </ul> </li> </ul>			

Total Possible Score 25 Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed? Y N Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_

8. Total Quality Improvement (TQI)	Findings	Score	Next Steps
Check those conducted for section 8: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Document Review</li> <li><input type="checkbox"/> Data Review</li> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> External Review</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Each program has an internal quality assurance process that identifies and measures treatment services.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ An identified staff person is responsible for management of the quality assurance process.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Ongoing maintenance of curricula manuals and services exist</li> </ul>			
<ul style="list-style-type: none"> <li>▪ In addition to the standards outlined in the preceding seven sections, program providers measure outcomes, including:               <ul style="list-style-type: none"> <li>○ Frequency and type of restraints</li> <li>○ Frequency and type of incidents</li> <li>○ Self-injurious behavior</li> <li>○ Perception of safety by girls and staff</li> <li>○ Girls progress on identified goals as indicated on tx/service plans</li> <li>○ Staff skills as demonstrated by maintaining a safe, relational, and strengths-based culture</li> <li>○ Program compliance with regulatory licensing</li> </ul> </li> </ul>			

<p>standards/ monitoring requirements</p> <ul style="list-style-type: none"> <li>○ Girls are successfully discharged to a lower level of care - related to community, family, basic needs, housing, education, food, and mental stability</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Outcomes are measured by data collection, client/staff/family surveys, interviews and observation.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Program policies support the standards as outlined in this document.</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Program policies require: <ul style="list-style-type: none"> <li>○ Internal and external audits and/or monitoring (funding, peer reviews for female responsivity)</li> <li>○ Data collection/analysis/reports (e.g., pre/post testing) are used to guide program change or enhancement</li> <li>○ Programs provide feedback to funders with TQI data</li> <li>○ Formal opportunities exist for clients (e.g., grievance, ideas) to contribute to the program milieu</li> <li>○ In house medication review and management</li> <li>○ Use regional/national data as a benchmark in analyzing program data and progress</li> <li>○ Regular supervision of line staff, management and clinical staff; detailed female responsive competencies are measured</li> <li>○ There is a detailed policy on harassment (sexual, verbal, physical) that is enforced and known by girls and staff</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>▪ There is a detailed touch policy that is enforced and known by girls and staff</li> </ul>			
<ul style="list-style-type: none"> <li>▪ There is a detailed policy on relational aggression that is enforced and known by girls and staff</li> </ul>			

Total Possible Score   45   Score on (date) \_\_\_\_\_ Percentage Score \_\_\_\_\_%

Action Plan needed?   Y   N       Date due \_\_\_\_\_

Person who conducted assessment of this section \_\_\_\_\_