

Oregon Youth Program Quality Assessment

Form A – Observational Items

Updated in November 2015



Here for Oregon. Here for Good.



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CENTER FOR YOUTH
PROGRAM QUALITY

The Oregon Youth PQA is published by
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The Oregon Youth Program Quality Assessment tools were developed with funding by The Oregon Community Foundation and The Ford Family Foundation and with the valuable input of key Oregon out-of-school time and youth development stakeholders.

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INTRODUCTION

PURPOSE

The Youth Program Quality Assessment (Youth PQA) is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where youth have fun, work and learn with adults. The Youth PQA is designed to empower people and organizations to envision optimal-quality programming for youth by providing a shared language for practice and decision-making and by producing scores that can be used for comparison and assessment of progress over time. The Youth PQA measures the quality of youths' experiences and promotes the creation of environments that tap the most important resource available to any youth-serving organization: a young person's motivation to engage critically with the world.

THE 2012 REVISION

The Youth PQA is an assessment tool for best practices for any child-serving program. For this edition of the tool, each scale was given a short label or name that should focus the user's attention on the intent and purpose of the scale. This edition also contains some minor changes that should make the items easier to interpret and score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were also made to increase consistency in wording across the School-Age PQA and the Youth PQA. Items that are in the Youth PQA, but not in the School-Age PQA, are identified by (Y) after the item number.

THIS EDITION

The Oregon Youth Program Quality Assessment tools were developed with funding by The Oregon Community Foundation and The Ford Family Foundation and with the valuable input of key Oregon out-of-school time and youth development stakeholders. This is a working document, and we welcome input and feedback on its content and use.

DEFINITIONS

- *Organization* refers to the agency that operates youth services. An organization may be a community-based nonprofit agency, a church or temple, a private center, a neighborhood association, or a school.
- *Program offerings* refer to the range of scheduled services available to youth at an organization, such as classes, workshops, meetings, special events, homework help, or discussion groups.
- *Session* is one scheduled period of a program offering. For example, a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers, or peer leaders.
- *Activities* are the planned interactions led by staff during a session. For example, the activities that occur during a college preparation club might include conducting mock interviews, journaling, or exploring college Web sites.
- *Program space* refers to the physical environment youth and staff use during a session.
- *Program schedule* is a complete listing of all program offerings and their corresponding meeting times.
- *Program cycle* refers to the duration of the group of sessions that comprise a particular program offering. If this time period is difficult to identify, then consider one program cycle to be four months.
- *Form* refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- *Domain* refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is “I. Safe Environment,” which contains scales that pertain to that domain. Domain score is the average of scale scores for each domain I–VII. For example, the domain “I. Safe Environment” contains five scale scores to be averaged for a domain score.
- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Item or item row* refers to a single row on the Youth PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

SCORING FORM A

The Youth PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain I, “Safe Environment.” Some items measure whether staff exhibit specific behaviors or best practice methods, or how frequently the staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally or spontaneously and those that have been set up intentionally by staff. Others measure how many youth have certain opportunities. It is important to note that items generally capture either staff practices or child behaviors/opportunities, but not both. Both are indicators of a quality program, although the Youth PQA and the continuous improvement approach focus on staff behaviors because that is where staff can directly make changes or improvements.

In observing and scoring, it is helpful to keep the following things in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses youth’s opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some youth do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members do a certain practice. Otherwise, focus on the primary staff member.
- Structured refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children’s informal conversation or actions.

SCORING CAMP OR OUTDOOR PROGRAMS

Some PQA items were written for indoor, more formal programs. For scoring in camps or programs in an outdoor setting, interpretation of some items needs to reflect the context and purpose of those settings.

The following examples provide guidance on how to interpret items for a camp or outdoor setting:

- Healthy Environment Item 4 – The temperature is comfortable for all activities in the program space. Obviously, if the program is entirely outdoors, temperature fluctuations are expected. If the activities are appropriate for the weather conditions or staff have accommodated the conditions, for instance, by providing shade or monitoring the timing or intensity level of the activity, then the temperature can be considered appropriately comfortable for the activity.
- Accommodating Environment Item 3 – Comfortable furniture. This is to be understood relative to the type of furniture used. For instance, benches or picnic tables would be considered comfortable if they were appropriately sized, stable, and without protruding boards, and so forth. In other instances, the item simply might not apply. If an item is not applicable for the program offering observed, an X can be entered. For example:
- Emergency Preparedness Item 1 – Written emergency procedures are posted in plain view. When on a hike, this is not possible. Score with an X.
- Emergency Preparedness Item 2 – At least one charged fire extinguisher is accessible and visible from the program space. For most outdoor activities, this is not applicable, score with an X.
- Emergency Preparedness Item 6--are gates or entrances where the public could access the program area supervised?

CONDUCTING A PROGRAM SELF ASSESSMENT

Team-based program self assessment using the Youth PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:

- work as a team
- base scores on observational evidence
- focus on conversations about quality

1. SELECT AND TRAIN A SELF ASSESSMENT TEAM

The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self assessment process by completing the PQA Basics training online. The site leader should also conduct a meeting or mini-training for team members using the materials shared at PQA Basics.

2. PREPARE FOR DATA COLLECTIONS

Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring.

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same youth over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observation ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES

When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the Youth PQA. You can bring the full Youth PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information (include quotes, actions, etc.). As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:

- Anecdotal descriptions of interactions
- Quotes of what youth and/or staff say when interacting
- Actions and language of the youth involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.

4. SURVEYS FOR AFTERSCHOOL MANAGERS AND STAFF

Best practices for supporting academic achievement include having qualified staff and connections to school day learning. The surveys at the end of the Youth PQA collect that information. A paper copy of the Observed Staff Survey should be filled out by the staff member(s) observed. The Connections to the School Day survey should be filled out by the afterschool manager/site coordinator or person whose role and responsibilities include overseeing academic support and connections to the school day. Distribute the surveys after each observation and collect them when they are complete.

5. HOLD A TEAM-BASED SCORING MEETING

After all data has been collected, the site leader guides the team in scoring a single, program-wide Youth PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the Youth PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with youth, so it is important to be accurate.

6. ENTER SCORES

The Youth PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the Youth PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned youth program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and students with whom the staff is interacting and record as many quotations as possible.

Notes should be:

- Factual and objective (rather than judgmental or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:

- Anecdotal descriptions of interactions
- Quotes of what youth and/or staff say when interacting
- Actions and language of the youth involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. Also at the end of the session, the assessor should ask the staff who led the session the questions on the Staff Information page.

4. SURVEYS FOR AFTERSCHOOL MANAGERS AND STAFF

Best practices for supporting academic achievement include having qualified staff and connections to school day learning. The surveys at the end of the Youth PQA collect that information. The external assessor should bring copies of the Observed Staff Survey and the Connections to the School Day survey the day of the observation. A paper copy of the Observed Staff Survey should be filled out by the staff member(s) observed and collected that day if at all possible. The Connections to the School Day survey should be filled out by the afterschool manager/site coordinator or person whose role and responsibilities include overseeing academic support and connections to the school day.

5. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.

The assessor uses the answers to the follow-up questions as evidence to score the items as applicable.

Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence. If an item is not applicable, assessors should place an "X" in the box for that item. Items where an "X" is acceptable are noted in the right column.

6. ENTER SCORES

The Youth PQA produces scores at the item, scale, and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in the Youth PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

PROGRAM INFORMATION

(Complete for Program Self Assessment or External Assessment)

Date of observation: _____

Date scoring completed: _____

Organization name: _____

Site/Program name: _____

Name(s) of program offering(s) observed: _____

Name of staff member(s) observed: _____

Brief description of program offering(s): _____

Staff: Youth ratio in program offering(s): _____ Date scored: _____

Age(s) of youth in observed offering(s) (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type of program/activities observed (Check all that apply):

- | | | | | |
|--------------------------------------------------|-------------------------------------------|----------------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Homework Help | <input type="checkbox"/> Drop-in | <input type="checkbox"/> Faith-based |
| <input type="checkbox"/> Camp | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama | <input type="checkbox"/> Math |
| <input type="checkbox"/> Life skills development | <input type="checkbox"/> Outreach | <input type="checkbox"/> Prevention | <input type="checkbox"/> Sports | <input type="checkbox"/> Science |
| <input type="checkbox"/> Leadership development | <input type="checkbox"/> Service learning | <input type="checkbox"/> Other | _____ | |

Type of organization (Please check not more than two):

- A nationally affiliated nonprofit (e.g., YMCA, Boys & Girls Club, Camp Fire USA, Scouts, Future Farmers of America)
- Local nonprofit (e.g., local community-based or faith-based organization)
- Local school organization (e.g., public, charter, private school)
- Unit of city or county government (e.g., Department of Recreation, Health Bureau)
- State government
- Local for-profit organization (e.g., bowling alley)

Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	> Emotional Safety Healthy Environment Emergency Preparedness Accommodating Environment Nourishment	Psychological and emotional safety is promoted

Item	1	3	5	Response	Supporting evidence/anecdotes
ES.1	The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either children or staff.	The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or youth.	<input type="checkbox"/>	
ES.2	Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).	There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.	There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.	<input type="checkbox"/>	

Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	Emotional Safety > Healthy Environment Emergency Preparedness Accommodating Environment Nourishment	The physical environment is safe and free of health hazards

Item	1	3	5	Response	Supporting evidence/anecdotes
HE.1	There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	The program space is free of health and safety hazards.	<input type="checkbox"/>	
HE.2	There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	The program space is clean and sanitary.	<input type="checkbox"/>	
HE.3	There are major inadequacies in either ventilation or lighting in the program space.	Ventilation or lighting is inadequate in some areas in the program space.	Ventilation and lighting are adequate in the program space.	<input type="checkbox"/>	
HE.4	The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	The temperature is uncomfortable for some activities and/or in some areas of the program space.	The temperature is comfortable for all activities in the program space.	<input type="checkbox"/>	

Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	Emotional Safety Healthy Environment > Emergency Preparedness Accommodating Environment Nourishment	Appropriate emergency procedures and supplies are present

Item	1	3	5	Response	Supporting evidence/anecdotes
EP.1	There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	Written emergency procedures are not posted, but staff is able to locate them.	Written emergency procedures are posted in plain view.	<input type="checkbox"/>	<i>Where are the emergency procedures posted?</i>
EP.2	There is no charged fire extinguisher accessible from the program space.	At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	At least one charged fire extinguisher is accessible and visible from the program space.	<input type="checkbox"/>	<i>Is there an accessible fire extinguisher?</i>
EP.3	A complete first-aid kit is not accessible from the program space.	At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	At least one complete first-aid kit is accessible and visible from the program space.	<input type="checkbox"/>	<i>Is there an accessible first-aid kit?</i>
<i>If other equipment is not needed, do not rate. Write an "X" in the response box.</i>					
EP.4	Other safety or emergency equipment appropriate to the activities is not available to the program offering.	Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports, or repairs) is available to the program offering as needed, can be located by staff, and is maintained in full-service condition.	<input type="checkbox"/>	<i>Does the site have any special safety or emergency equipment?</i>

Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	Emotional Safety Healthy Environment > Emergency Preparedness Accommodating Environment Nourishment	Appropriate emergency procedures and supplies are present

If session is entirely outdoors, do not rate. Write an "X" in the response box.

EP.5	Entrances to the indoor program space are unsupervised during program hours.	At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)	<input type="checkbox"/>	<i>Are entrances to the indoor program space supervised?</i>
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If there is no outdoor program space, do not rate. Write an "X" in the response box.

EP.6	Access to outdoor program space is unsupervised during program hours.	Access to outdoor program space is sometimes supervised during program hours.	Access to outdoor program space is supervised during program hours.	<input type="checkbox"/>	<i>Is access to the outdoor program space supervised?</i>
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CF.EP.7	No youth are supervised at all times.	Some youth are supervised at all times.	All youth are supervised at all times.	<input type="checkbox"/>
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Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	Emotional Safety Healthy Environment Emergency Preparedness > Accommodating Environment Nourishment	Appropriate emergency procedures and supplies are present

Item	1	3	5	Response	Supporting evidence/anecdotes
AcE.1	Program space is crowded, without sufficient room to move freely.	Program space is crowded in some areas.	Program space allows youth and adults to move freely while carrying out activities (e.g., room accommodates all participants without youth blocking doorways, bumping into one another and crowding).	<input type="checkbox"/>	
AcE.2	Program space is not suitable for activities offered.	Program space is suitable for some of the activities offered.	Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	<input type="checkbox"/>	
<i>If there is no furniture and none required, do not rate. Write an "X" in the response box.</i>					
AcE.3	Furniture is neither comfortable nor of sufficient quantity for the program offering.	Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	Furniture is comfortable and of sufficient quantity for all youth participating in the program offering.	<input type="checkbox"/>	
<i>If there is no furniture and none required, do not rate. Write an "X" in the response box.</i>					
AcE.4	Physical environment cannot be modified to meet the needs of the program offering.	Physical environment can be modified to meet the needs of the program offering, but youth and/or staff are discouraged from doing so.	Physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	<input type="checkbox"/>	<i>Can the furniture be moved around?</i>

Domain	Scale	Description
> Safe Environment Supportive Environment Interaction Engagement Academic Skill-Building	Emotional Safety Healthy Environment Emergency Preparedness Accommodating Environment > Nourishment	Healthy food and drinks are provided

Item	1	3	5	Response	Supporting evidence/anecdotes
Ns.1	Drinking water is not available.	Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	Drinking water is available and easily accessible to all youth.	<input type="checkbox"/>	
<i>If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the response box.</i>					
Ns.2	Food or drinks are not available to youth during the session.	Food and drinks are available at appropriate times, but there is not enough for every youth to receive a serving.	Food and drinks are plentiful and available at appropriate times for all youth during the session.	<input type="checkbox"/>	
<i>If no food or drink is served, do not rate. Write an "X" in the response box.</i>					
Ns.3	Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	Some available food or drink is not nutritious and some is healthy.	Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	> Warm Welcome Session Flow Active Engagement Skill-Building Encouragement Reframing Conflict	Staff provides a welcoming atmosphere

Item	1	3	5	Response	Supporting evidence/anecdotes
WW.1	No youth are greeted by staff as they arrive or at the start of the session.	Some youth are greeted by staff as they arrive or at the start of the session.	All youth are greeted by staff as they arrive or at the start of the session.	<input type="checkbox"/>	
WW.2	Staff mainly uses a negative tone of voice and disrespectful language.	Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	Staff mainly uses a warm tone of voice and respectful language.	<input type="checkbox"/>	
WW.3	Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	Staff generally smiles, uses friendly gestures and makes eye contact.	<input type="checkbox"/>	
<i>If no family members are present, do not rate. Write an "X" in the response box.</i>					
CF.WW.4	Staff does not greet youth's family members if they are present at arrival or departure times.	Staff greets some youth's family members if they are present at arrival or departure times.	Staff greets all youth's family members if they are present at arrival or departure times.	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome > Session Flow Active Engagement Skill-Building Encouragement Reframing Conflict	Session flow is planned, presented and paced for youth

Item	1	3	5	Response	Supporting evidence/anecdotes
SF.1	Staff does not start or end session within 10 minutes of scheduled time.	Staff either starts or ends session within 10 minutes of scheduled time (but not both).	Staff starts and ends session within 10 minutes of scheduled time.	<input type="checkbox"/>	Record the following: Scheduled starting time _____ Actual starting time _____ Scheduled end time _____ Actual end time _____
<i>If no materials/supplies are required, do not rate. Write an "X" in the response box.</i>					
SF.2	Staff does not have materials and supplies ready to begin activities.	Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	<input type="checkbox"/>	
<i>If no materials/supplies are required, do not rate. Write an "X" in the response box.</i>					
SF.3	There are only enough materials and supplies prepared for less than half of the youth to begin activities.	There are enough materials and supplies prepared for more than half, but not all, of the youth to begin activities.	There are enough materials and supplies prepared for all youth to begin activities.	<input type="checkbox"/>	
SF.4	Staff does not explain any activities clearly.	Staff explains some activities clearly.	Staff explains all activities clearly (e.g., youth appear to understand directions; sequence of events and purpose are clear).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome > Session Flow Active Engagement Skill-Building Encouragement Reframing Conflict	Session flow is planned, presented and paced for youth

Item	1	3	5	Response	Supporting evidence/anecdotes
SF.5	There is not an appropriate amount of time for more than one activity.	There is an appropriate amount of time for all but one activity (e.g., for one activity, most youth either do not finish or finish early with nothing to do).	There is an appropriate amount of time for all of the activities (e.g., youth do not appear rushed; most youth who are generally on task finish activities; most youth do not finish significantly early with nothing planned to do).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow > Active Engagement Skill-Building Encouragement Reframing Conflict	Activities support active engagement

Item	1	3	5	Response	Supporting evidence/anecdotes
AE.1	The activities provide no opportunities for youth to engage with either materials or ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching and repeating.	The activities provide opportunities for youth to engage with materials or ideas or to improve a skill through guided practice for less than half of the time.	The activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill through guided practice for at least half of the time.	<input type="checkbox"/>	
AE.2	During activities, staff does not provide any youth structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	During activities, staff provides some youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some youth to explain what they are doing or why, staff has half the youth explain their art project to someone else).	During activities, staff provides all youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each youth explains the reasoning behind his or her design to staff; staff assigns youth to small groups to work on a shared task).	<input type="checkbox"/>	
Y.AE.3	The activities focus almost exclusively on abstract learning or concepts, providing limited or no related concrete experiences (activities almost exclusively consist of learning about a topic; lecture format).	The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning or concepts (activities almost entirely consist of youth doing, practicing, or experiencing, without learning about or discussing how, what, or why).	The activities balance concrete experiences involving materials, people and projects (e.g., field trips, experiments, interviews, practicing dance routines, creative writing) with abstract learning or concepts (e.g., learning, talking about a topic; lectures; staff providing diagrams, formulas).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow > Active Engagement Skill-Building Encouragement Reframing Conflict	Activities support active engagement

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.AE.4	The activities do not (will not) lead to tangible products or performances.	The activities lead (or will lead) to tangible products or performances, but do not reflect ideas or designs of youth (e.g., youth will perform dances selected by staff, all youth make bird houses according to the design supplied by staff).	The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth (e.g. youth explain their projects to whole group, all create dance routines to perform later, youth create their own sculptures).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow Active Engagement > Skill-Building Encouragement Reframing Conflict	Staff supports youth in building skills

Item	1	3	5	Response	Supporting evidence/anecdotes
SB.1	Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).	<input type="checkbox"/>	
SB.2	Staff does not encourage youth to try out skills or attempt higher levels of performance.	Staff encourages some youth to try out skills or attempt higher levels of performance.	Staff encourages all youth to try out skills or attempt higher levels of performance.	<input type="checkbox"/>	
SB.3	Staff does not model skills.	Staff models skills for some youth.	Staff models skills for all youth.	<input type="checkbox"/>	
SB.4	Staff does not break difficult task(s) into smaller, simpler steps for any youth or there are no tasks of sufficient difficulty to warrant explaining steps.	Staff breaks difficult task(s) into smaller, simpler steps for some youth.	Staff breaks difficult task(s) into smaller, simpler steps for all youth (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow Active Engagement > Skill-Building Encouragement Reframing Conflict	Staff supports youth in building skills

If no youth struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item, if item 2 above scores a 3 or 5.

SB.5	When youth struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment, or making fun of the child.	When youth struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous youth are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling youth).	When youth struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., youth are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).	<input type="checkbox"/>
ASB.Sc.3	Staff does not adjust the difficulty of the task or adjust supports when adjustments are clearly needed, (e.g., when youth sail through task easily, encounter frequent errors, complain about not understanding how to do task).	Staff does not actively monitor the level of challenge for youth, but there is no clear evidence of inappropriate challenge.	Staff monitors or states an observation of the level of challenge for youth and adjusts supports to maintain appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's go on to the next set of problems").	<input type="checkbox"/>

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow Active Engagement Skill-Building > Encouragement Reframing Conflict	Staff supports youth with encouragement
<i>Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts and ideas of youth.</i>		

Item	1	3	5	Response	Supporting evidence/anecdotes
Ec.1	Staff does not support contributions or accomplishments of youth in either of the ways described for a score of 3 or 5, or simply don't support youth at all.	Staff supports many contributions or accomplishments of youth but use subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	Staff supports at least some contributions or accomplishments of youth by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "I can tell from the audience response that you put a lot of thought into the flow of your video").	<input type="checkbox"/>	
Ec.2	Staff rarely or never asks open-ended questions.	Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context, most youth have the opportunity to answer questions that seek opinions or require thoughtful answers).	<input type="checkbox"/>	
Y.Ec.3	Staff is not actively involved with youth except for brief introductions, endings or transitions (e.g., they are physically separated from youth or do not interact with them).	Staff (or some of the staff) is sometimes or intermittently, actively involved with youth.	Staff is almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment > Supportive Environment Interaction Engagement Academic Skill-Building	Warm Welcome Session Flow Active Engagement Skill-Building Encouragement > Reframing Conflict	Staff uses youth-centered approaches to reframe conflict
<p><i>Note: A conflict is an interaction between youth that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of youth. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".</i></p>		

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.RC.1	Staff even once approaches conflicts or negative behavior by shaming, yelling, scolding or threatening youth.	Staff sometimes does not approach conflicts or negative behavior calmly.	Staff always approaches conflicts or negative behavior calmly (i.e., approaches stops any hurtful actions and acknowledges youth's feelings).	<input type="checkbox"/>	
Y.RC.2	Staff does not seek input from youth in determining either the cause or solution of conflicts or negative behavior.	Staff seeks input from youth in determining the cause or solution (but not both) of conflicts and negative behavior.	Staff seeks input from youth in order to determine both the cause and solution of conflicts and negative behavior (e.g., youth generate possible solutions and choose one).	<input type="checkbox"/>	
Y.RC.3	In conflict and negative behavior situations, staff does not deal with the relationship between youth's actions and their consequences.	In conflict and negative behavior situations, staff tells youth the relationship between their actions and consequences.	To help youth understand and resolve conflicts and negative behavior, staff encourages youth to examine the relationship between their actions and consequences.	<input type="checkbox"/>	
Y.RC.4	Staff neither acknowledges conflicts or negative behavior nor follows up with those involved afterward.	Staff acknowledges conflicts and negative behavior but does not follow up with those involved afterward.	Staff acknowledges conflicts and negative behavior and follows up with those involved afterward.	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment > Interaction Engagement Academic Skill-Building	> Belonging Collaboration Leadership Adult Partners	Youth have opportunities to develop a sense of belonging

Item	1	3	5	Response	Supporting evidence/anecdotes
Be.1	Staff does not provide opportunities for youth to get to know each other (e.g., the entire session is structured so youth have no time where talking among themselves is allowed or encouraged).	Staff provides informal opportunities for youth to get to know each other (e.g., youth engage in informal conversations, youth get to know each other as a by-product of an activity).	Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	<input type="checkbox"/>	
Be.2	Youth exhibit evidence of excluding peers (e.g., youth are avoided or ostracized by other youth, “I don’t want to sit with her – she’s not my friend”) and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others, introduce excluded youth, say, “Remember, being inclusive is one of our ideals”).	Youth exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces a newcomer to other youth, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	Youth do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other youth and they then include her, staff successfully suggests including a lone youth in a game).	<input type="checkbox"/>	
Be.3	Youth do not identify with the program offering (e.g., many youth complain about or express dislike of the program offering or activities).	Youth do not strongly identify with the program offering but do not complain or express dislike.	Youth strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as “our program,” engage in shared traditions such as shared jokes, songs, gestures).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment > Interaction Engagement Academic Skill-Building	> Belonging Collaboration Leadership Adult Partners	Youth have opportunities to develop a sense of belonging

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.Be.4	Staff does not provide opportunities to acknowledge the achievements, work, or contributions of youth.	Staff provides opportunities to acknowledge the achievements, work, or contributions of some youth, but opportunities are unscheduled or impromptu (e.g. staff spontaneously asks two youth show off their dance moves to the group).	Staff provides structured opportunities (e.g., group presentations, sharing times, upcoming recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.	<input type="checkbox"/>	
CF.Be.5	The activities do not provide intentional opportunities for youth to discuss or otherwise share family culture.	The activities provide intentional opportunities for some youth to discuss or otherwise share family culture.	The activities provide intentional opportunities for all youth to discuss or otherwise share family culture (e.g., discussions are inclusive of all cultures, family history presentations, get-to-know-you activities, etc.).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment > Interaction Engagement Academic Skill-Building	Belonging > Collaboration Leadership Adult Partners	Youth have opportunities to collaborate and work cooperatively with others.

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.Co.1	Staff does not provide opportunities for youth to work cooperatively as a team or in a group.	Staff provides opportunities for some youth to work cooperatively as a team or in a group.	Staff provides opportunities for all youth to work cooperatively as a team or in a group.	<input type="checkbox"/>	
Y.Co.2	Staff does not provide opportunities for interdependent youth roles.	Staff provides the opportunity for some youth to participate in activities with interdependent roles.	Staff provides all youth opportunities to participate in activities with interdependent roles (e.g. note-taker, treasurer, spokesperson for planning committee; tennis players, singles or doubles).	<input type="checkbox"/>	
Y.Co.3	Staff does not provide opportunities for youth to work toward shared goals.	Staff provides opportunities for some youth to work toward shared goals.	Staff provides opportunities for all youth (groups or individuals) to work toward shared goals (e.g., each youth contributes a section to a story, youth build a catapult together).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment > Interaction Engagement Academic Skill-Building	Belonging Collaboration > Leadership Adult Partners	Youth have opportunities to act as group facilitators and mentors

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.Ld.1	Staff does not provide all youth opportunities to practice group-process skills.	Staff provides all youth at least a limited opportunity to practice group-process skills (e.g., a full group discussion is long enough for all youth to contribute, youth briefly share in pairs).	Staff provides all youth multiple or extended opportunities to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	<input type="checkbox"/>	
Y.Ld.2	Staff does not provide opportunities for youth to mentor an individual.	Staff provides opportunities for some youth to mentor an individual.	Staff provides opportunities for all youth to mentor an individual (e.g., youth teach or coach each other).	<input type="checkbox"/>	
Y.Ld.3	Staff does not provide opportunities for youth to lead a group.	Staff provides opportunities for some youth to lead a group (e.g. some youth lead warm-up exercises, some youth lead a small group discussion).	Staff provides all youth one or more opportunities to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment > Interaction Engagement Academic Skill-Building	Belonging Collaboration Leadership > Adult Partners	Youth have opportunities to act as group facilitators and mentors

Item	1	3	5	Response	Supporting evidence/anecdotes
AP.1	Staff rarely shares or attempts to share control of activities with youth.	Staff attempts to share control with youth but ends up controlling most activities themselves.	Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups or individually guided activities).	<input type="checkbox"/>	
AP.2	Staff provides no explanation or reason for behavioral expectations, guidelines or directions given to youth.	Staff provides an explanation or reason for some behavioral expectations, guidelines or directions given to youth.	Staff provides an explanation or reason for every behavioral expectation, guideline or direction given to youth.	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction > Engagement Academic Skill-Building	> Planning Choice Reflection	Youth have opportunities to make plans

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.Pn.1	Staff does not provide opportunities for youth to make plans for projects or activities.	Staff provides at least one opportunity for youth (individual or group) to make plans for a project or activity (e.g., how to spend their time, how to do a task).	Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities, (e.g., how to spend their time, how to do a task).	<input type="checkbox"/>	
Y.Pn.2	There is no planning for projects or activities or no identifiable planning strategies are used.	When planning projects or activities, at least one identifiable planning strategy is used.	In the course of planning the projects or activities, two or more planning strategies are used (e.g., brainstorming, idea webbing and backwards planning).	<input type="checkbox"/>	
CF.Pn.3	Staff provides no support for youth as they make plans or set goals for projects or activities.	Staff provides some support for youths' planning or goal-setting but in an informal manner (e.g., walking around and asking youth how their plans are coming along or what they intend to do).	Staff provides support or guidance (e.g., specific questions, modeling, guide sheet, etc.) for youth to use planning strategies or set goals.	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction > Engagement Academic Skill-Building	Planning > Choice Reflection	Youth have opportunities to make choices based on their interests
<p><i>Note: (a) Discrete refers to a finite list of specific alternatives. (b) Open-ended indicates nondiscrete, open possibilities within some boundaries. (c) All youth refers to situations where all youth make individual choices or situations where all youth participate in group decision making.</i></p>		

Item	1	3	5	Response	Supporting evidence/anecdotes
Y.Ch.1	Staff does not provide opportunities for all youth to make content choices.	Staff provides opportunities for all youth to choose among content alternatives, but choices are limited to discrete choices presented by the leader.	Staff provides opportunities for all youth to make at least one open-ended content choice within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics or aspects of a given topic).	<input type="checkbox"/>	
Y.Ch.2	Staff does not provide opportunities for all youth to make process choices.	Staff provides opportunities for all youth to choose among process alternatives, but choices are limited to discrete choices presented by the leader.	Staff provides opportunities for all youth to make at least one open-ended process choice (e.g., youth decide roles, order of activities, tools or materials, or how to present results).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction > Engagement Academic Skill-Building	Planning Choice > Reflection	Youth have opportunities to reflect
<p><i>Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).</i></p>		

Item	1	3	5	Response	Supporting evidence/anecdotes
Rf.1	Staff does not engage youth in an intentional process of reflecting on what they have done.	Staff engages some youth in an intentional process of reflecting on what they have done.	Staff engages all youth in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience).	<input type="checkbox"/>	
Rf.2	Staff does not encourage youth to share what they have done with others or to reflect on their experiences.	Staff uses at least one identifiable strategy to help youth to share what they have done and reflect on their experiences (e.g., staff asks youth, "What did you do today?").	Staff uses two or more strategies to encourage youth to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props).	<input type="checkbox"/>	
Rf.3	Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.	Staff is receptive to feedback initiated by youth on the activities but does not solicit it.	Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction > Engagement Academic Skill-Building	Planning Choice > Reflection	Youth have opportunities to reflect
<p><i>Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).</i></p>		

Item	1	3	5	Response	Supporting evidence/anecdotes
Rf.4	In the course of the program offering, staff does not provide structured opportunities for youth to make presentations to the whole group.	In the course of the program offering, staff provides some youth opportunities to make presentations to the whole group.	In the course of the program offering, staff provides all youth opportunities to make presentations to the whole group.	<input type="checkbox"/>	<i>In the course of the program offering, do youth make presentations?</i>

Note: n/a= 1

CF.Rf.5	Staff provides no support for youth as they reflect, or reflection does not occur.	Staff provides some support for youths' reflection, but in an informal manner (e.g., asking individual youth about their experience).	Staff provides support or guidance (specific questions, modeling, guide sheet, etc.) for youth to use reflection strategies (e.g., writing, role playing, using media or technology, drawing, making a presentation).	<input type="checkbox"/>	
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Domain	Scale	Description
Safe Environment Supportive Environment Interaction Engagement > Academic Skill-Building	> Targeted Learning Learning Strategies	Youth are supported in the development of specific academic skills.
<i>Note: Specific academic skill-building time does not include generic worksheets, homework-completion time or learning games—unless staff is guiding, supporting learning of a targeted academic skill.</i>		

Item	1	3	5	Response	Supporting evidence/anecdotes
TL.1	Staff does not mention learning objectives(s).	Staff mentions learning objectives, but they are not clearly linked to activity OR staff provides clearly linked learning objectives for some activities but not others.	Staff provides youth with learning objective(s) which are clearly linked to each activity (e.g., staff highlights specific objective and student practices skill until mastered; staff tells youth they will compare two different methods for solving problems).	<input type="checkbox"/>	
TL.2	Staff does not help youth make connections between school day learning and the current work or activities	Once, staff helps youth make connections between school day learning and the current work or activities (e.g., “Today we are going to invert fractions. You’ll need to understand that next week when you divide with fractions in math class next week”).	Two or more times, staff helps youth make connections between school day learning and the current work or activities (e.g., staff asks, “What does this remind you of from science class?” or “How could this help you in math class?”).	<input type="checkbox"/>	
<i>Note: Score for tutoring sessions only</i>					
TL.3	Less than half of the session is used for academic skill-building (e.g., designated time is mostly spent on off-topic activities, getting organized, finding assignment, free time).	At least half of the session consists of intentional opportunities for improvement of specific academic skills, but considerable time is spent doing something else (e.g., 15 minutes of 45 minute session is for youth to independently work on homework or simply reading with no skill-building direction from staff).	Almost all of the session consists of intentional opportunities for improvement of specific academic skills (e.g., tutor greets youth for a few minutes, then staff guides learning of specified skill).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction Engagement > Academic Skill-Building	> Targeted Learning Learning Strategies	Youth are supported in the development of specific academic skills.
<i>Note: Specific academic skill-building time does not include generic worksheets, homework-completion time or learning games—unless staff is guiding, supporting learning of a targeted academic skill.</i>		

Item	1	3	5	Response	Supporting evidence/anecdotes
TL.4	Staff does not remind youth to continue practicing skill and does not provide specific suggestions to do so.	Staff reminds youth to practicing skill outside of the session, but does not provide specific suggestions on how to do so (e.g., “Keep working on this at home and you’ll get better”).	Staff suggests a specific way to practice skill or learning strategy outside of the session (e.g., “Read to your mom at home and sound out words like we did here today,” “When you’re stuck on a problem at school, you can write out the steps like we did today”).	<input type="checkbox"/>	

Domain	Scale	Description
Safe Environment Supportive Environment Interaction Engagement > Academic Skill-Building	Targeted Learning > Learning Strategies	Youth are supported in the development of specific academic skills.

Item	1	3	5	Response	Supporting evidence/anecdotes
LS.1	When youth make errors or need to make improvements, staff does not have youth attempt to figure out for themselves how to correct an error or how to improve (e.g., staff ignores mistakes or automatically supplies answers to errors).	When youth make errors or need to make improvements, staff has youth attempt to figure out how to correct an error or how to improve, but does not guide or support the youth in responding (e.g., staff jumps in with correct answer before youth has time to respond; when youth doesn't know how to improve, staff does not rephrase question or give a hint).	When youth make errors or need to make improvements, staff guides or supports youth in attempting to figure out for themselves how to correct an error or how to improve (e.g., "So, what could you do differently?" "So what did you forget to do in that subtraction problem?" "Next time, what could you do to keep yourself focused?")	<input type="checkbox"/>	
LS.2	Staff does not discuss strategies/process.	Staff has the youth identify a learning strategy only once, OR staff identifies a strategy/process, but does not have youth identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables.")	Staff has youth identify learning strategy/process at least twice (preferably when youth is right <i>and</i> when youth is wrong). (Tutor: "what strategy did you use to figure out that word?" Youth: "I figured it out from the rest of the sentence.")	<input type="checkbox"/>	
LS.3	Staff attributes success or failure to factors outside youth's control (e.g., innate ability, fate, luck, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.")	Staff does not attribute success or failure to either factors outside youth's control or to effort, strategy, attention, or persistence, OR attributes success to <i>both</i> factors outside youth's control and to effort, strategy, etc.	Staff attributes success to effort, strategy, attention, practice or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see your effort paid off." "You can do this!--just try a different strategy this time.")	<input type="checkbox"/>	

Directions: Please fill out the following information about yourself and the session that was observed today.

OBSERVED STAFF SURVEY

[Lesson plans are written descriptions or outlines of content and/or activities prepared in advance of a tutoring session.]

SURVEY ITEMS FOR DIRECT SERVICE PROVIDER OBSERVED

RESPONSES

• How many years of experience do you have working in this program?	
• How many years of experience do you have in your position (e.g., site supervisor, front line youth worker, tutor, etc.), whether at this program or in other programs?	
• What is your role or title in this program?	
• If you work at this school during the regular school day, please indicate your role(s):	<input type="radio"/> Tutor <input type="radio"/> Certified teacher <input type="radio"/> Student support services (e.g., counselor, reading specialist) <input type="radio"/> Elective/ Recreation instructor (e.g., sports coach, dance instructor) <input type="radio"/> Volunteer
• What was the academic content of the offering you were observed leading today?	
• Which learning objectives were you addressing today?	
• What is your level of expertise for this content?	<input type="radio"/> Novice <input type="radio"/> Experienced <input type="radio"/> Expert
• For the session today, did you use a curriculum?	<input type="radio"/> yes <input type="radio"/> no
• Did you use a lesson plan?	<input type="radio"/> yes <input type="radio"/> no
• For the session today, if you had a lesson plan, did you develop that lesson plan yourself?	<input type="radio"/> yes <input type="radio"/> no
• Do you know the academic strengths and weaknesses of youth you work with in the program?	<input type="radio"/> yes <input type="radio"/> no
• Do you keep up to date on the progress youth in the program are making in academic subjects?	<input type="radio"/> yes <input type="radio"/> no

Directions: Please respond to each statement as it applies to your afterschool program.

CONNECTIONS TO SCHOOL DAY | There is a connection between the afterschool program and the school day.

SURVEY ITEMS FOR AFTERSCHOOL MANAGER

<i>Knowledge of youth academic achievement</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I know the grades my students are currently receiving in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know the academic strengths and weaknesses of youth in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I keep up to date on the progress youth in the program are making in academic subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know the standardized test achievement levels of youth in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use knowledge of student's current understanding and progress to create learning targets/activities with an appropriate level of challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I use knowledge of grade level standards to create learning targets/activities with an appropriate level of challenge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Connections with school-day teachers</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I have strong working relationships with school-day teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I consistently partner with school-day teachers about the youth in my program; specifically, related to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supports for meeting the needs of low-achieving youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Aligning after-school content with the school day curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Alignment of afterschool content to school content</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. I know the curriculum delivered during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I consistently relate after-school activities to content covered in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Grade level content standards (or learning objectives) explicitly inform the objectives of the afterschool activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there a specific program time dedicated to school-day content/ connections (e.g., homework help, school-day reflections, tutoring, etc.).	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

YOUTH PQA OBSERVATION GUIDE

Program Offerings Youth – Grades 4-12

Summary of Scales

I. Safe Environment

- Emotional Safety
- Healthy Environment
- Emergency Preparedness
- Accommodating Environment
- Nourishment

II. Supportive Environment

- Warm Welcome
- Session Flow
- Active Engagement
- Skill-Building
- Encouragement
- Reframing Conflict

III. Interaction

- Belonging
- Collaboration
- Leadership
- Adult Partners

IV. Engagement

- Planning
- Choice
- Reflection

V. Academic Skill-Building

- Targeted Learning
- Learning Strategies

Follow-up Questions:

- Where are the emergency procedures posted?
- Is there an accessible fire extinguisher?
- Is there an accessible first-aid kit?
- Do you have any special safety or emergency equipment?
- Are entrances to the indoor program space supervised?
- Is access to the outdoor program space supervised?
- Can the furniture be moved around?
- In the course of the program offering, do youth make presentations?

Scheduled starting time: _____ Actual starting time: _____

Scheduled end time: _____ Actual end time: _____

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 - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
 - c. Health & Wellness PQA. A PQA designed for health and wellness-related programming.
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