



# School-Age PQA Performance Report

Prepared for: Boncl Elementary K to 6  
(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 5 / 2023



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement.

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- The conversations that you have with your site team regarding improvement efforts are most important.
- Comparisons against other data sets are available to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
3. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality: [scoresreporter@cypq.org](mailto:scoresreporter@cypq.org)

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



**Score of 1 = The practice is not in place**

**Score of 3 = The practice is available to a limited extent or in a less advanced form**

**Score of 5 = The practice is widely available and/or with great frequency**

**Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.**

The scores on your report reflect one of two methods - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

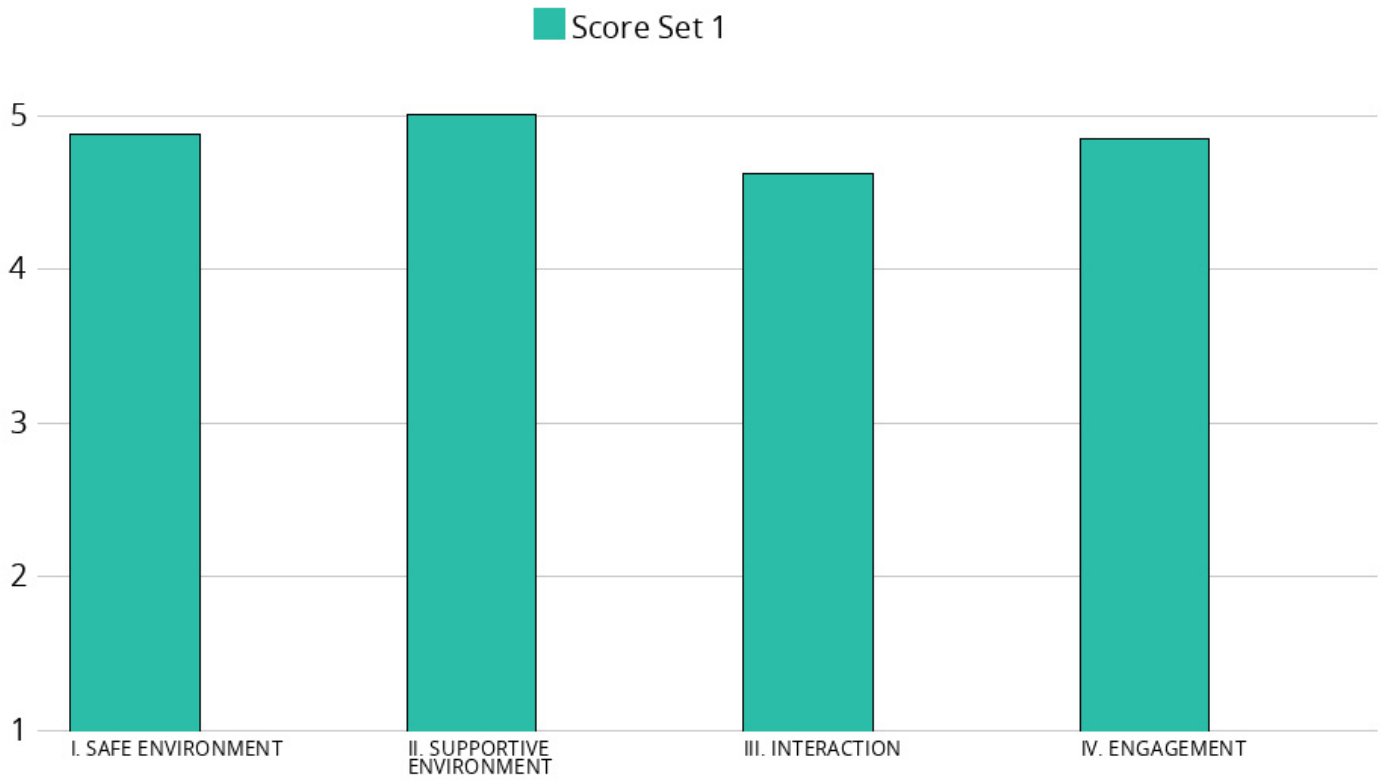
|                      |  |
|----------------------|--|
| <b>Domain Scores</b> | Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.  |
| <b>Scale Scores</b>  | Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.   |
| <b>Item Scores</b>   | Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA. |

Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

Figure 1. Sample performance report with labels

|        |                              |                  |
|--------|------------------------------|------------------|
| Domain | <b>SAFE SPACE</b>            | <b>Score Set</b> |
| Scale  | <b>Emotional Safety</b>      | 2.00             |
| Item   | 1 Positive emotional climate | 1.00             |
|        | 2. Lack of bias              | 3.00             |

# Program Observation Summary



## Observation Identification

Score Set # 1

**Tags:** External  
Boncl Elementary K to 6

## Observation Details

Score Set # 1

**PQA:** School-Age PQA  
**Date:** 10/20/2023  
**Forms:** 1 form  
**Offering:** N/A

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.87

|                           |      |
|---------------------------|------|
| Emotional Safety          | 5.00 |
| Healthy Environment       | 5.00 |
| Emergency Preparedness    | 5.00 |
| Accommodating Environment | 5.00 |
| Nourishment               | 4.33 |

### II. SUPPORTIVE ENVIRONMENT

5.00

|                      |      |
|----------------------|------|
| Warm Welcome         | 5.00 |
| Session Flow         | 5.00 |
| Active Engagement    | 5.00 |
| Skill-Building       | 5.00 |
| Encouragement        | 5.00 |
| Child-Centered Space | N/A  |

### III. INTERACTION

4.61

|                         |      |
|-------------------------|------|
| Manage Feelings         | N/A  |
| Belonging               | 4.50 |
| School-Age Leadership   | 4.33 |
| Interaction with Adults | 5.00 |

### IV. ENGAGEMENT

4.83

|                     |      |
|---------------------|------|
| School-Age Planning | 5.00 |
| School-Age Choice   | 5.00 |
| Reflection          | 4.33 |
| Responsibility      | 5.00 |

### Instructional Total Score\*

4.81

\*The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality associated the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site (e.g. Items in the Emergency Preparedness scale, which include questions about accessibility of fire extinguishers and first aid kits).

# Detailed Report

## I. SAFE ENVIRONMENT

### Score Set 1

#### Emotional Safety **5.00**

|   |                            |      |
|---|----------------------------|------|
| 1 | Positive emotional climate | 5.00 |
| 2 | Lack of bias               | 5.00 |

#### Healthy Environment **5.00**

|   |                                   |      |
|---|-----------------------------------|------|
| 1 | Free of health and safety hazards | 5.00 |
| 2 | Clean and sanitary                | 5.00 |
| 3 | Adequate ventilation and lighting | 5.00 |
| 4 | Comfortable temperature           | 5.00 |

#### Emergency Preparedness **5.00**

|   |                               |      |
|---|-------------------------------|------|
| 1 | Posted emergency procedures   | 5.00 |
| 2 | Accessible fire extinguisher  | 5.00 |
| 3 | Visible first-aid kit         | 5.00 |
| 4 | Appropriate safety equipment  | X    |
| 5 | Supervised indoor entrances   | 5.00 |
| 6 | Supervised access to outdoors | 5.00 |

#### Accommodating Environment **5.00**

|   |                                    |      |
|---|------------------------------------|------|
| 1 | Sufficient Space                   | 5.00 |
| 2 | Suitable Space                     | 5.00 |
| 3 | Enough comfortable furniture       | 5.00 |
| 4 | Flexible physical environment      | 5.00 |
| 5 | (SA) Appropriately sized furniture | 5.00 |

#### Nourishment **4.33**

|   |                           |      |
|---|---------------------------|------|
| 1 | Available drinking water  | 5.00 |
| 2 | Plentiful food and drink  | 5.00 |
| 3 | Nutritious food and drink | 3.00 |

## II. SUPPORTIVE ENVIRONMENT

### Score Set 1

#### Warm Welcome 5.00

|   |                              |      |
|---|------------------------------|------|
| 1 | Children greeted             | 5.00 |
| 2 | Staff warm and respectful    | 5.00 |
| 3 | Positive staff body language | 5.00 |

#### Session Flow 5.00

|   |                                 |      |
|---|---------------------------------|------|
| 1 | Starts and ends on time         | 5.00 |
| 2 | Materials ready                 | 5.00 |
| 3 | Sufficient materials            | 5.00 |
| 4 | Explains activities clearly     | 5.00 |
| 5 | Appropriate time for activities | 5.00 |

#### Active Engagement 5.00

|   |   |      |
|---|---|------|
| 1 | Children engage with materials or ideas | 5.00 |
| 2 | Children talk about activities          | 5.00 |
| 3 | (SA) Children make connections          | 5.00 |

#### Skill-Building 5.00

|   |                                      |      |
|---|--------------------------------------|------|
| 1 | Learning focus linked to activity    | 5.00 |
| 2 | Staff encourages youth to try skills | 5.00 |
| 3 | Staff models skills                  | 5.00 |
| 4 | Staff breaks down tasks              | 5.00 |
| 5 | Support for struggling children      | 5.00 |

#### Encouragement 5.00

|   |                                    |      |
|---|------------------------------------|------|
| 1 | Staff uses non-evaluative language | 5.00 |
| 2 | Staff asks open-ended questions    | 5.00 |

#### Child-Centered Space N/A

|   |   |   |
|---|---|---|
| 1 | (SA) Well-defined interest areas              | X |
| 2 | (SA) Sufficient materials in interest areas   | X |
| 3 | (SA) Children's work displayed                | X |
| 4 | (SA) Children select displays                 | X |
| 5 | (SA) Open-ended materials                     | X |
| 6 | (SA) Easily accessible materials              | X |
| 7 | (SA) Thirty minutes interest-based activities | X |

## III. INTERACTION

### Score Set 1

#### Manage Feelings N/A

|   |   |   |
|---|---|---|
| 1 | (SA) Staff acknowledges feelings              | X |
| 2 | (SA) Staff asks children to explain situation | X |
| 3 | (SA) Helps children respond appropriately     | X |
| 4 | (SA) Children suggest solutions               | X |

#### Belonging 4.50

|   |  |      |
|---|--|------|
| 1 | Opportunities for children to get to know each other | 5.00 |
| 2 | Inclusive relationships                              | 5.00 |
| 3 | Children identify with program                       | 3.00 |
| 4 | (SA) Structured small group activities               | 5.00 |

#### School-Age Leadership 4.33

|   |   |      |
|---|---|------|
| 1 | (SA) Practice group process skills        | 5.00 |
| 2 | (SA) Opportunities to help another child  | 5.00 |
| 3 | (SA) Structured opportunity to lead group | 3.00 |

#### Interaction with Adults 5.00

|   |                                 |      |
|---|---------------------------------|------|
| 1 | (SA) Staff at eye level         | 5.00 |
| 2 | (SA) Staff works side by side   | 5.00 |
| 3 | (SA) Staff circulates           | 5.00 |
| 4 | (SA) Staff interacts positively | 5.00 |

## IV. ENGAGEMENT

### Score Set 1

#### School-Age Planning 5.00

|   |  |      |
|---|--|------|
| 1 | (SA) All children plan                 | 5.00 |
| 2 | (SA) Multiple planning strategies used | 5.00 |
| 3 | (SA) Share plans in tangible way       | 5.00 |

#### School-Age Choice 5.00

|   |                         |      |
|---|-------------------------|------|
| 1 | (SA) Authentic choices  | 5.00 |
| 2 | (SA) Open-ended choices | 5.00 |

#### Reflection 4.33

|   |  |      |
|---|--|------|
| 1 | Intentional reflection                       | 5.00 |
| 2 | Multiple reflection strategies               | 5.00 |
| 3 | Structured opportunities to provide feedback | 3.00 |

#### Responsibility 5.00

|   |   |      |
|---|---|------|
| 1 | (SA) Opportunities for routine tasks    | 5.00 |
| 2 | (SA) Staff do not intervene intrusively | 5.00 |



# Supporting Evidence/Anecdotes

## I. SAFE ENVIRONMENT

### Emotional Safety

#### 1 Positive emotional climate

Relaxed and respectful climate, marked by teamwork and inclusiveness. During snack, a child said his favorite part of day was doing math games. Mrs. Burks replied, "Math games. That's pretty cool." Later in the same setting, Mrs. Burks forgot to call on Lane. Another student said, "You didn't say Lane." Mrs. Burks replied, "I'm sorry. Lane, I'll save the best for last. What was your best part of day?" Lane, "A-B-C Dictionary." Miss Schneider and several of the girls were seen smiling and laughing, discussing jolly ranchers and flavored milks.

#### 2 Lack of bias

No bias or exclusionary behaviors seen at any time during this observation.

### Healthy Environment

#### 1 Free of health and safety hazards

There were health or safety hazards noted in the program space.

#### 2 Clean and sanitary

The snack and program space was clean and sanitary, with three lined, rolling trash barrels in the cafeteria. Mrs. Burk's room served is the main program space and was organized, free of clutter and had clean counters, tabletops and seating (including soft, clean alphabet patterned rug).

#### 3 Adequate ventilation and lighting

The cafeteria (snack time) area was well lit, with five, tall windows and windowed doors allowed plenty of natural light to come in. There were also overhead lights. The main program area was also well-lit, with both natural and artificial light. Both spaces had good air flow.

#### 4 Comfortable temperature

No children were observed shivering, requesting a jacket while indoors. Likewise, none of them expressed the temperature was too hot; none were seen fanning themselves.

### Emergency Preparedness

#### 1 Posted emergency procedures

Laminated emergency procedures were posted on the wall to the right, just as one enters the program space.

#### 2 Accessible fire extinguisher

There were several charged fire extinguisher, one in the cafeteria; one placed on the lower half of the right wall upon exiting Mrs. Burk's classroom.

#### 3 Visible first-aid kit

A fully stocked first-aid kit was noted in Mrs. Burk's room where the majority of programming took place on this date.

#### 5 Supervised indoor entrances

The indoor entrances are supervised by two staff.

## 6 Supervised access to outdoors

Jennifer James works in the front office immediately inside the main school doors. She also has a view of the front hallway leading to the program space. During program hours, the exterior doors are locked; Mrs. Burks was seen unlocking the door for all when they transitioned to outdoor free time. She also unlocked the door when the parent/guardian arrived to pick up his/her child. The door remained locked otherwise.

## Accommodating Environment

### 1 Sufficient Space

Ample space for all program participants to move about freely in cafeteria as well as Mrs. Burk's room where majority of programs took place.

### 2 Suitable Space

The space was appropriate for the programs offered, including the brightly colored, soft and clean rug where the children each picked an alphabet letter "spot" to sit on during the memory recall activity and A-Z Careers book discussion.

### 3 Enough comfortable furniture

There is enough comfortable furniture in the cafeteria (i.e., six folding tables ready) for use by the program. More tables were available, if needed. In the classroom, there were plenty of tables, chairs, and space on the rug.

### 4 Flexible physical environment

Both indoor spaces had flexible design. The folding tables in the cafeteria were on wheels) and there was plenty of room to move chairs and tables around in Mrs. Burk's room, if needed and desired.

### 5 (SA) Appropriately sized furniture

The cafeteria table seating was child-sized, as were the tables and chairs in Mrs. B's room.

## Nourishment

### 1 Available drinking water

There were several water fountains close to the program space, mounted on the hallway walls at appropriate height for children to access. Mrs. B. told me that children can get water anytime, they simply need to ask first.

### 2 Plentiful food and drink

There was plenty of drink (white or chocolate milk) and snacks (Oreo cookies).

### 3 Nutritious food and drink

Some food or drink is nutritious (i.e., milk) and some is not nutritious (i.e., Oreo cookies).

## II. SUPPORTIVE ENVIRONMENT

### Warm Welcome

#### 1 Children greeted

All children greeted by name upon welcome in the cafeteria while eating snacks. (Mrs. Burks also introduced me/observer and asked participants to wave and say "hi".)

#### 2 Staff warm and respectful

Both staff used a warm tone and were respectful of all children. Mrs. B, "So, \_\_\_\_, what was the BEST part of your day?" [In response to a child's question about seeing her brother...] Mrs. B, "No, I'm sorry, I didn't see your brother because I was at a wedding." 3:59pm Mrs. B. to Dylan after he picked up a napkin on floor, "Thank you." Miss S calmly said, "How are you supposed to sit on carpet?" Miss S to Lane, "That (career drawing that depicts him as a farmer someday) looks beautiful!"

### 3 Positive staff body language

Miss S smiles at children gathered at end of table during snack time as they all discuss the favorite part of their day as well as discussion of flavors of milk. Mrs. B and Miss S. frequently made eye contact whenever interacting with children; they also leaned forward to indicate interest in hearing children's plans and/or thoughts about a number of topics. Staff body language was open and relaxed (e.g., Mrs. B to child who wants to be a dance instructor, "That looks good; you are a Dancer!" while outstretching arms diagonally.

## Session Flow

### 1 Starts and ends on time

Program started and ended within five minutes of scheduled times.

### 2 Materials ready

3:42pm Milk and cookies ready for all children to walk through and pick up on their way to sit down. 4pm Memory/Recall game - no materials needed. A-Z career book and Career Readiness art materials in program space.

### 3 Sufficient materials

4:32pm - Mrs. B. puts several containers of colored pencils at the center of each round table. "There are lots of choices of colored pencils and colored paper."

### 4 Explains activities clearly

Mrs. B., Go to one of the round tables, wherever you want to sit. [Hands out worksheet with outline of person's body.] "Here's your guy. Think of what you'd like to do for a career/job when you are older. A nurse, a vet, a construction worker. We are cutting them out where you're done coloring, so think about that when you are doing your coloring."

### 5 Appropriate time for activities

No children appeared bored because there wasn't enough planned for a session. Likewise, no children expressed or appeared rushed for time within the planned session timeframe.

## Active Engagement

### 1 Children engage with materials or ideas

Staff provided opportunities for all children to engage with materials (colored pencils, glue stick, paper, playground equipment). They also facilitated intentional opportunities for children to engage with ideas for over half the time in the program. Examples: creating object/item to "take to school" during memory recall game and illustrating personal "future career" drawing).

### 2 Children talk about activities

Staff provided children with several opportunities to talk with others about their own thoughts. For example, children told the others what item/object they would choose for the "going to school" memory/recall game. They children were given another opportunity to share their chosen career with staff and other children.

### 3 (SA) Children make connections

Children made a connection between activities and a prior experience. "My Dad fixes air conditioners. Has he been to your house, Miss S? Has he been to your house Mrs. B?" Emerie, "My Dad used to race. I used to get to ride with him." Another child said, "My Mom is a nurse."

## III. INTERACTION

## Belonging

### 1 Opportunities for children to get to know each other

While a relatively small group, staff still facilitated intentional icebreaker/introductory conversation with each child in a group (cafeteria table) setting so that all participants could hear best part of each person's day. 4:32pm

### 2 Inclusive relationships

No exclusionary behavior noted at any time. When one child (i.e., Lane) sat at a table by himself, Mrs. B. encouraged him to join one of the other tables of his choice, with classmates. He declined; however, Miss S got a Career worksheet and sat down next to him and said, "I'm going to join Lane."

### 3 Children identify with program

During this observation, there were no obvious program ownership behaviors noted (e.g., singing shared songs, displaying shared gestures, or marking verbalizing "our program" as part of their discussions. Likewise, they did not complain or express dislike of the program.

### 4 (SA) Structured small group activities

During the Career session, Mrs. B. instructs all children to sit with peers at any of the round tables; this was followed up with Mrs. B. circulating from table to table; encouraging some children at each table to help the other if/when appropriate.

## School-Age Leadership

### 1 (SA) Practice group process skills

Staff offered multiple opportunities for children to contribute ideas to at least three group discussions. The first was sharing an item/object to "take to school" as part of memory/recall activity. The second was sharing a thought about what helps us with our recall/reading skills. ["Pay attention to the periods.", "Remember", etc.) The third time I observed children contributing to the group process was when Mrs. B. was sharing different occupations in the A-Z career book. She solicited input about many of the occupations in the book. This created a lot of sharing amongst the entire group of children.

### 2 (SA) Opportunities to help another child

Mrs. Burk, "Oh wait (Kayli), listen! Lexie can help you (spell ballerina). Lexie stands up and slowly begins spelling ballerina for Kayli. Mrs. B., "Thank you, Lexie. That was very nice." ....Mrs. Burk, "She will be the one who knows where everything (i.e., drawing supplies) goes and will tell me next week if something is where it doesn't belong." [Discussion continues and Mrs. B. also confirms that girl with knowledge of proper place for supplies will NOT be picking up peoples; supplies; that is everyone's individual responsibility. But, she will know where it goes if anyone has questions.) During outside play, Camille is intently helping another girl learn how to do specific dance steps ("A tight angle is really important. Point. You are going to travel and lift your left leg. Look at one spot when you turn.")

### 3 (SA) Structured opportunity to lead group

Staff provides informal opportunities for children to spontaneously exercise leadership; however, no structured opportunity for one or more children to lead a discussion, lead a project, activity. (There were opportunities for helping a peer due to more experience or knowledge, see # 2 above, 5 rating.)

## Interaction with Adults

### 1 (SA) Staff at eye level

Both staff consistently maintain eye contact - at child's level with all children, beginning with Mrs. B. sitting down in the cafeteria, next to a child who responds that the math games were a favorite part of day. Miss S. sits down on a child sized chair during the career drawing activity and leans forward and to the side so that she can be eye to eye with Lane, the youngest child in the program.

### 2 (SA) Staff works side by side

Both staff work side by side with children, whether sitting down at cafeteria table to share favorite part of day, sharing an item they would "take to school" during memory/recall activity, or making a future career drawing along with the children. Both staff were interacting WITH the children! : )

### **3 (SA) Staff circulates**

Both staff circulated amongst the program participants, including Miss S. in the outdoor field. She mingled with all children as they played ball outdoors, taught/learned dance moves, did cartwheels, played on the equipment or imagined they were "Rainbow" zombies or robots who could stiffly walk up the stairs.

### **4 (SA) Staff interacts positively**

Both staff interacted positively with the children to explain rules and limits, follow children's lead, etc. During recall game, an older girl said she was going to bring a number to school with her (instead of an object like a backpack). Mrs. B. followed this lead by asking, "A number? Do you have a number you carry around with you?" The girl giggled and smiled, as did Mrs. B. During the following transition to the Career A-Z book discussion, some of the children were beginning to lose focus, lay down, etc. Mrs. B. calmly said, "My friends know how to sit crisscross, applesauce." All children immediately repositioned themselves on their chosen alphabet letter on the rug, with legs crossed and attention back to the task at hand.

## **IV. ENGAGEMENT**

### **School-Age Planning**

#### **1 (SA) All children plan**

All children were given an opportunity to make a plan for what type of career they might enjoy as an adult, how to illustrate themselves in that role, and the traits or characteristics one would need to be successful in that occupation.

#### **2 (SA) Multiple planning strategies used**

Staff used several strategies to help children plan what type of career they might want: a detailed discussion about 8-10 occupations found in a children's A-Z career book and working in at small tables where informal discussion could occur.

#### **3 (SA) Share plans in tangible way**

Children were encouraged to share their plans verbally and in other tangible ways (i.e., drawing and written word). They filled in a person worksheet in order to reflect themselves in their planned career (e.g, artist, ballerina, basketball player, dentist, farmer, etc). They were also instructed and supported to think about and write words or phrases of what traits they would need to have in order to be successful in their planned career. One child created a drawing of herself as a dentist. She wrote the following descriptors, "They have to like teeth. They have to take care of people. They need to be gentle."

### **School-Age Choice**

#### **1 (SA) Authentic choices**

All children were given ample choices to make choices: white or chocolate milk, what alphabet letter to sit on during the memory/recall game, what (fictitious) item/object to "take to school" during the game, what career to think, draw and write about, and finally, what to do during outdoor free play time.

#### **2 (SA) Open-ended choices**

All children were given open ended choices (what career to illustrate/write about, how to illustrate their drawing, what to write).

### **Reflection**

#### **1 Intentional reflection**

All children were prompted to reflect on the skills and strategies they used during the memory/recall game. They were also prompted to reflect on their career drawings and related, necessary traits.

## **2 Multiple reflection strategies**

Two or more strategies were used: verbal and written (drawing and words).

## **3 Structured opportunities to provide feedback**

Staff not observed initiating structured opportunities for children to give feedback on the activities. Sessions were not evaluated by children, informally or formally.

## **Responsibility**

### **1 (SA) Opportunities for routine tasks**

Staff created 3+ opportunities for children to take care of practical needs and routine tasks. 3:59pm All children get up to throw away own trash in lined trash barrels in cafeteria. Children get up to get their own scissors out of a caddy on the shelf, "Just put them back when you are done." After done cutting, Mrs. B. says, "Okay, throw away extra paper after you cut out your guy. Miss S. is going to explain what you need to...Pick out what color you would like." 5:03pm Mrs. B., "Okay, can you all pick up. We're going to get ready to go outside in a few minutes."

### **2 (SA) Staff do not intervene intrusively**

Staff never intervene when children were asked, or spontaneously, showed responsibility by picking up after themselves, one another or taking care of practical needs.

# Professional Development

Review the Domain, Scale, and Item scores in this report, then:

1. Identify scales with a score lower than 3.00 (those that may be the best candidates for improvement action).
2. Review the items within the identified scales.
3. Use the chart below to locate the recommendation numbers that correspond to the scales that you have identified as needing improvement.
4. The recommendation numbers correspond to specific professional development methods and resources (described on the last page of this report) that correspond to areas that have been identified as needing improvement.

## Safe Environment and Safe Space Domains

| Scale                            | Recommendation Numbers   |
|----------------------------------|--|
| <b>Accommodating Environment</b> | YW 9   |
| <b>Creating Safe Space</b>       | YW 3, YW 8, YW 9, SEL 3, SEL 4   |
| <b>Emergency Preparedness</b>    | YW 9   |
| <b>Emotional Safety</b>          | YW 3, YW 8, YW 9, SEL 3, SEL 4   |
| <b>Healthy Environment</b>       | YW 9   |
| <b>Nourishment</b>               | <a href="https://www.fns.usda.gov/cacfp">https://www.fns.usda.gov/cacfp</a><br><a href="https://theicn.org/cnss/resources/">https://theicn.org/cnss/resources/</a> |

## Supportive Environment Domain

| Scale                           | Recommendation Numbers |
|---------------------------------|------------------------|
| <b>Active Engagement</b>        | YW 1                   |
| <b>Child Centered Space</b>     | YW 9                   |
| <b>Emotion Coaching</b>         | YW 8, SEL 4            |
| <b>Encouragement</b>            | YW 2, SEL 6            |
| <b>Fostering Growth Mindset</b> | YW 2, SEL 6            |
| <b>Reframing Conflict</b>       | YW 8, SEL 4            |
| <b>Scaffolding Learning</b>     | YW 1, SEL 6            |
| <b>Session Flow</b>             | YW 9                   |
| <b>Skill Building</b>           | YW 1, YW 2, SEL 6      |
| <b>Warm Welcome</b>             | YW 2, YW 3             |

## **Interaction and Interactive Environment Domains**

| Scale  | Recommendation Numbers |
|--|------------------------|
| <b>Adult Partners/Interactions with Adults</b> | YW 10                  |
| <b>Belonging</b>                               | YW 3, SEL 3            |
| <b>Collaboration</b>                           | YW 4, SEL 9            |
| <b>Cultivating Empathy</b>                     | YW 3, SEL 3            |
| <b>Fostering Teamwork</b>                      | YW 4, SEL 9            |
| <b>Leadership/School-Age Leadership</b>        | YW 10, SEL 10          |
| <b>Managing Feelings</b>                       | YW 8, SEL 4            |
| <b>Promoting Responsibility and Leadership</b> | YW 10, SEL 10          |

## **Engagement and Engaging Environment Domains**

| Scale                             | Recommendation Numbers |
|-----------------------------------|------------------------|
| <b>Choice/School-Age Choice</b>   | YW 10                  |
| <b>Furthering Learning</b>        | YW 1, SEL 7            |
| <b>Planning</b>                   | YW 7, SEL 7            |
| <b>Reflection</b>                 | YW 7                   |
| <b>Responsibility</b>             | YW 10, SEL 10          |
| <b>Supporting Plans and Goals</b> | YW 7, SEL 7            |
| <b>Supporting Youth Interests</b> | YW 10                  |



## Youth Work Methods

| Recommendation Number | Method  | Overview  |
|-----------------------|---|---|
| YW 1                  | Active Learning                                   | The Active Learning method provides practical strategies for actively engaging young people in their own learning process by providing meaningful, challenging content with strong adult support.   |
| YW 2                  | Ask-Listen-Encourage                              | Ask-Listen-Encourage is a method for carrying out positive, purposeful interactions with young people. The method includes practices that can both foster positive relationships with youth and support young people in learning new skills.  |
| YW 3                  | Building Community                                | This method supports staff in creating a safe space in which youth feel a sense of belonging. Young people and adults can get to know each other better and build relationships through the icebreakers, games, team-building exercises and concepts engaged with in this method.   |
| YW 4                  | Cooperative Learning                              | Cooperative Learning gives strategies for successfully incorporating interactive, interdependent, goal-oriented group work into youth programs. Working in pairs or groups supports young people in being active, self-directing and expressive.  |
| YW 5                  | Homework Help                                     | This course focuses on making homework help time effective by helping youth get organized, by providing an atmosphere that helps youth focus on their work, and by building a supportive relationship with youth. This is done through communication, productive settings, and supportive interaction.  |
| YW 6                  | Introduction to the Active-Participatory Approach | This method introduces the "active-participatory approach" which is the foundational philosophy for all our other youth work methods workshops. In an active-participatory approach, adults engage young people socially, emotionally, cognitively and physically as active participants in their own learning and development. Positive Youth Development means young people can thrive when they feel safe and supported to learn and lead. |
| YW 7                  | Planning and Reflection                           | The Planning and Reflection Method provides practical and fun tools for engaging young people in the Plan-Do-Reflect learning process. It focused on establishing clear, comprehensive plans at the beginning of an activity and reflecting on the results and process after the activity has been completed.   |
| YW 8                  | Reframing Conflict                                | The Reframing Conflict method provides a six -step youth-centered, non-threatening way of resolving conflicts that inevitably occur in youth settings. It is a problem-solving approach that seeks to turn conflicts into learning opportunities.   |
| YW 9                  | Structure and Clear Limits                        | Structure and Clear Limits helps youth workers establish appropriate structure with routines and rituals. Clear limits (norms, behavior guidelines) foster emotional and physical safety, a feeling of fairness and predictability that supports young people to explore and express themselves in a conducive learning environment.  |
| YW 10                 | Youth Voice                                       | This workshop guides youth workers to support young people by providing opportunities for voice and choice. With proper support and scaffolding over time, youth grow in responsible decision-making and leadership.  |

## SEL Methods

| Recommendation Number                              | Method  | Overview  |
|--|---|---|
| SEL 1<br>*Recommended Prerequisite for SEL Methods | Essentials of an SEL Framework                          | This workshop provides an overview of what is involved in incorporating SEL practices into existing youth programs. The 8 essential elements for readying and deepening a program's efforts to foster social, emotional and cognitive development are explained, examining how SEL competencies, staff practices, and program design interact to support positive student outcomes regardless of program curriculum or content. |
| SEL 2<br>*Prerequisite for SEL 3, 4                | Foundations and Self-Awareness of Emotional Development | As adults, our ability to support young people in identifying and managing their emotions starts with our ability to do the same. In this experiential workshop, participants will deepen their understanding of how people interpret and feel emotions; how they personally experience hot buttons and emotional activation; and explore self-regulation.  |
| SEL 3  | Cultivating Empathy                                     | As adults, our ability to support young people in identifying and managing their emotions starts with our ability to do the same. In this experiential workshop, participants will deepen their understanding of how people interpret and feel emotions; how they personally experience hot buttons and emotional activation; and explore self-regulation.  |
| SEL 4  | Emotion Coaching  | Emotion Coaching is an approach to young people's emotions that accepts and validates the emotions, while still providing guidance and tools, when needed, to support young people's emotion management skills. Participants are given a step-by-step guide to emotion coaching and given opportunities to practice their emotion coaching skills.  |
| SEL 5<br>*Prerequisite for SEL 6, 7                | Foundations and Self-Awareness of Cognitive Development | In this workshop, youth workers will take time to identify their own attitudes, strengths, needs, interests, and constraints related to learning and cognitive development. Additionally, participants will explore how their background, experiences, privilege, bias, and/or discrimination have affected their attitudes toward learning and their expectations about other's learning.                                      |
| SEL 6  | Engaging Youth in Supportive Struggle                   | Optimal growth and learning occur when trusted and encouraging adults provide young people with enough challenge, with enough support. This workshop helps youth workers learn practical ways to normalize struggle and foster growth mindset in a balanced and nuanced way that acknowledges social inequities while encouraging perseverance, high expectations, and hope.  |
| SEL 7  | Facilitating Problem Solving                            | This workshop gives youth workers practical tools to build problem solving opportunities into programs and support young people with in-the-moment problem solving. Participants will learn the basics of how our brain solves problems and will practice a model for helping young people define and explore problems, preparing them to take action and learn from them.  |

| Recommendation Number                | Method   | Overview   |
|--------------------------------------|--|--|
| SEL 8<br>*Prerequisite for SEL 9, 10 | Foundations and Self-Awareness of Social Development | This workshop provides youth workers with an introspective look at their own social development so they can be prepared to support social development in young people. Participants will explore their personal identity, strengths, and values in social and professional settings, and how that influences their approach to communication, teamwork, responsibility, and leadership.  |
| SEL 9                                | Fostering Teamwork                                   | With time, support, and facilitation youth workers can help young people have both strong teambuilding skills and a sense of trust and group identity. Participants in this workshop will learn and apply norm building and facilitation techniques. Time will be spent applying and scaffolding techniques to support youth in managing their communication styles and applying conflict resolution skills.                     |
| SEL 10                               | Promoting Responsibility and Leadership              | In this workshop participants will explore how responsibility and leadership fit within a broader SEL framework and develop practical skills to model roles and responsibilities and support youth in leveraging their strengths, interests, and leadership style as part of groups and relationships. Participants will practice applying techniques learned to their programs with an eye toward facilitating youth ownership. |

The scales in the SEL PQA and associated SEL Methods align with the SEL domains as described in the SEL Challenge (<http://cypq.org/SELChallenge>). These six SEL domains represent course classifications of SEL behaviors that we would like to see youth exhibit.