School-Age PQA
Performance Report

Prepared for: Frankford 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

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.

Domain Scores   Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

Scale Scores   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.

Item Scores   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 >	SAFE SPACE	
		Score Set
Scale >	Emotional Safety	2.00
	1 Positive emotional climate	1.00
Item >	2. Lack of bias	3.00

Program Observation Summary
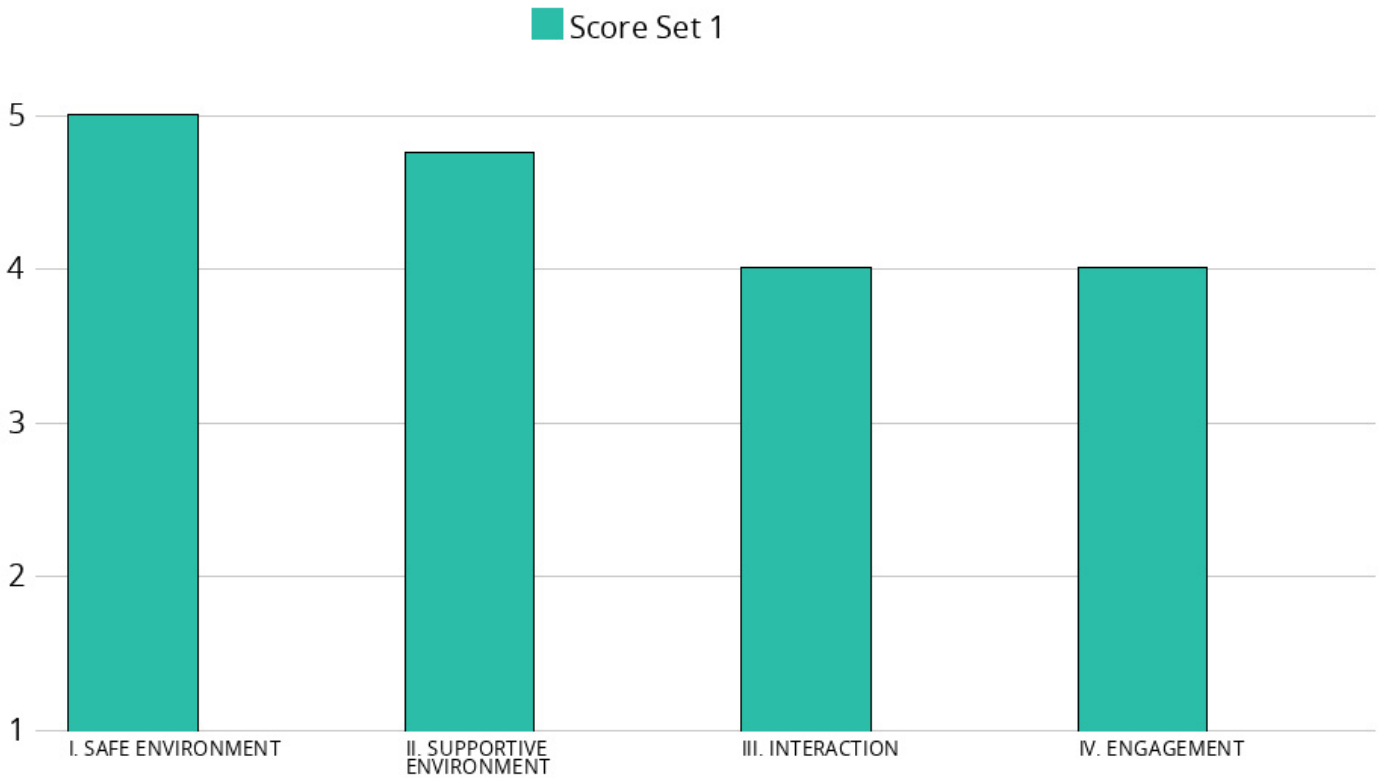
Score Set 1

Observation Identification	
Score Set # 1	
Tags:	External
	Frankford Elementary K to 6

Observation Details	
Score Set # 1	
PQA:	School-Age PQA
Date:	10/23/2023
Forms:	1 form
Offering:	N/A

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**5.00**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**4.75**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	5.00
Encouragement	4.00
Child-Centered Space	4.50
III. INTERACTION	**4.00**
Manage Feelings	N/A
Belonging	4.00
School-Age Leadership	3.00
Interaction with Adults	5.00
IV. ENGAGEMENT	**4.00**
School-Age Planning	2.33
School-Age Choice	5.00
Reflection	3.67
Responsibility	5.00
Instructional Total Score*	**4.25**

*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		**5.00**
1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	5.00

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		**4.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	3.00
Child-Centered Space		**4.50**
1	(SA) Well-defined interest areas	X
2	(SA) Sufficient materials in interest areas	X
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	3.00
5	(SA) Open-ended materials	5.00
6	(SA) Easily accessible materials	5.00
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	**4.00**
1 Opportunities for children to get to know each other	3.00
2 Inclusive relationships	5.00
3 Children identify with program	3.00
4 (SA) Structured small group activities	5.00
School-Age Leadership	**3.00**
1 (SA) Practice group process skills	5.00
2 (SA) Opportunities to help another child	3.00
3 (SA) Structured opportunity to lead group	1.00
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

		Score Set 1

School-Age Planning		**2.33**
1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	1.00
3	(SA) Share plans in tangible way	1.00

School-Age Choice		**5.00**
1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00

Reflection		**3.67**
1	Intentional reflection	5.00
2	Multiple reflection strategies	5.00
3	Structured opportunities to provide feedback	1.00

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

Positive out of school time program environment with all staff and children interacting in a relaxed manner, marked by teamwork and respect. 3:07pm Collyns stood very close to staff, smiled and said, "Ms. Diane, Here's one I can read!" Shortly afterwards, the oldest youth in the program says, "Ms. Diane, Did you see that?" Ms. Diane replied, Did you make a basket? Awesome!" Jace carries a very tall stack of cups to place them in a carrying bag. Ms. Kathy smiles and says, "What? Careful there, dude." and "Bye, Dominque, see you tomorrow!" to one of the children leaving for the day.

2 Lack of bias

No bias observed; mutual respect the norm.

Healthy Environment

1 Free of health and safety hazards

No health or safety hazards observed inside school program space or outdoors.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

The indoor space was located in the cafeteria, marked by three large windows, creating plenty of natural light in addition to overhead lighting fixtures. The ventilation was excellent in the program space, including two specialized MedifyAir air filter machines.

4 Comfortable temperature

No children were observed shivering or fanning themselves. Likewise, no children verbalized any discomfort due to cold or hot temperatures in the program space.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures were posted on the wall, including What to do in the Event of an Earthquake.

2 Accessible fire extinguisher

A charged fire extinguisher is visible and accessible from the program space.

3 Visible first-aid kit

A first aid kit is visible and in the program space.

5 Supervised indoor entrances

The indoor program space is physically supervised by at least two staff at all times.

6 Supervised access to outdoors

Access to the outdoor space is locked, including a special bracket that staff must physically lift and remove when exiting. The outdoor playground has a tall, locked fence that staff report was installed about one month ago.

Accommodating Environment

1 Sufficient Space

There is ample space for children and staff to move about freely without crowding or bumping into one another.

2 Suitable Space

The space was appropriate for the program offerings.

3 Enough comfortable furniture

The staff and children appeared comfortable as they sat on the benches attached to one of four, child-height folding tables. There were plenty more tables, if needed.

4 Flexible physical environment

The physical environment had the capacity to be flexible if needed as the four, child-height tables that were foldable and rolling caster wheels.

5 (SA) Appropriately sized furniture

The program used child-height tables with attached bench seating. Children were able to touch their feet on the ground while seated.

Nourishment

1 Available drinking water

Two water fountains are accessible to children in the hallway, adjacent to the program space. Staff report children can get water anytime, they just need to ask a staff member.

2 Plentiful food and drink

Ample snacks and drink for all children.

3 Nutritious food and drink

Snacks and drinks offered to children were nutritious: bananas, pretzels or goldfish mini-crackers, and apple juice.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

All children were greeted by at least one of the staff members as they arrived in the program space.

2 Staff warm and respectful

All staff use warm tone of voice and respectful language throughout course of observation. Outdoors, Ms. Kathy says, "Ella, are you doing alright up there (at top of "jacks" climbing structure)?" Jace is one of the last children to get in line on the playground. He is carrying a whirly gig, a plastic shovel and ball. He hands the shovel to Ms. Kathy who says, "Thank

you, Jae." During the homework help, Ms. D (Darrisha) is seated at eye level with two children who need practice reading. Ms. D is leaned forward and patiently asks, "Are these new books?" The boy responds, "These are hard books." Ms. D smiles and replies, "Let's try."

3 Positive staff body language

All staff display positive body language by making eye to eye contact, smiling, leaning toward children while listening to them, and by generally remaining close to children by circulating throughout the indoor and outdoor program space during the entire observation.

Session Flow

1 Starts and ends on time

The session started and ended within five minutes of scheduled time.

2 Materials ready

All supplies and materials were ready on a rolling cart or in the nearby closet. No children experienced a delay in starting offered program activities or were left waiting so that staff could gather needed items.

3 Sufficient materials

There were ample materials for all children to choose from. Examples grade-level booklets for reading practice, puzzles, coloring sheets, colors, whirly-gig toys, "spin-it" jumping device, balls for outdoor play, hula hoops for indoor play, stackable cups, etc.

4 Explains activities clearly

3:55pm Ms. Kathy blows the whistle, "Get your equipment, bring it here, and let's line up. Please stand still so we can count. Thank you." Once inside, Ms. Kathy explains a modified version of a goldfish card game. "Okay, you need to close your eyes, no peeking. Wait until I tell you. Dominique, you'll go first. You have to tell me the letter first. It has to have a fish on it."

5 Appropriate time for activities

There appeared to be an appropriate amount of time for each part of the program. No children appeared to be bored and no children appeared to be rushed during any part of the program observation.

Active Engagement

1 Children engage with materials or ideas

Children were engaged with materials and/or edas for at least half of the time during the program. Materials included physical activity props ("spin-it", hula hoops, balls, colors, cards, puzzle, booklets, coloring sheets, stackable cups, swings, electronic game device) and concepts or ideas such as: girl in Halloween dress telling me she was a cheerleader as she chanted a cheer, imagination (e.g., two children playing "camping" while under playground picnic table, discussion of old time TV show with Ms. Darrisha, playing "house" inside stacked cup structure.

2 Children talk about activities

Staff provided all children an opportunity to think about, state and also write down/color a worksheet to depict what they liked best about the program. In addition, there were a few other instances where the children initiated a conversation with staff about what they (child) were doing or thinking about. (3:10pm - A boys tells Ms. Diane, "Here's one (book) I can read." Another boy added, "I can read front and back.". As noted earlier, the oldest youth told Ms. Diane that he made a basket. The goldfish card game facilitated by Ms. Kathy involved children thinking about, then trying to pronounce specific words aloud where the staff and other children could hear.

3 (SA) Children make connections

Staff asked children to make a connection between a Lights On Afterschool coloring worksheet and their reflections/thoughts about what they like the most about the out of school time program.

Skill-Building

1 Learning focus linked to activity

Ms. Kathy tells the children in her small group about the goldfish activity goal of learning their letters and sight words. The activities were repeated in several rounds and were linked to the goal.

2 Staff encourages youth to try skills

All staff encouraged all children to try new skills, especially as it relates to reading and spelling. Early in the program, Ms. Diane is helping Magellan with reading. He struggles and she said, "Magellan, let me explain something to you. That's a hard one. Think about it." The boy pauses, then correctly says the word. Ms. Diane smiled and replied, "That's it!" Ms. D worked with Rory and Jackson, both who giggle from time to time. Ms. D suggests they both read from the same book so they can take turns. They seem excited by that strategy. As Jackson reads, Ms. D is using her left hand to hold down the page for him; her right hand/fingers are "tapping" out the number of syllables the word has. When Rory asks, "Can we be done?", Ms. D. smiles and shakes head no; they continue, with Ms. D. helping, as needed.

3 Staff models skills

All three staff modeled how to sound out sight words during reading exercises. Ms. D also modeled tapping out the syllables in a word for multiple children as they read during the program.

4 Staff breaks down tasks

All three staff broke down tasks for all children, especially as it related to reading. Ms.D "Slow down Rory. Point to the word and tap it out if you want to." Ms. Kathy, "Do you know a word that begins with that letter?...FFFff [Boy responds, "fish"] Ms. Kathy, "Fish. Very good." Ms. Diane to a boy reading at the onset of the program, "Try again. Point to the letter as you read. Tap it out." [Boy says word.] "That's it. Good!"

5 Support for struggling children

All staff provided support throughout the program observation. This was seen outside when a small girl got to the top of a play structure then decided it was scary. Ms. D helped her get down and also redirected a boy who wanted to play "Boogie man" and climb up to the top of the structure. In another instance, Ms. Kathy got pretzels for Dominique because he originally declined any snack at all. When Boone asked Ms. Diane, "Do In need to read all my books?" she calmly responded, "Yes, you need to finish..." Boone seemed to be accepting of this information.

Encouragement

1 Staff uses non-evaluative language

All staff shared praise with all children and they also supported childrens' accomplishments by using specific, non-evaluative encouragement. During the goldfish card game, Kathy told the boy, "Man you are good at finding the fish (card)." Waylon to Ms. Kathy, "Hey, do you like my haircut?" Ms. Kathy, Yes, I do like your haircut.", Ms. Kathy to Ella on playground, "Wow, you do flips and everything."

2 Staff asks open-ended questions

Staff observed asking all children one open-ended question during the observation. That is, what was their favorite part (or thing) about the after school program.

Child-Centered Space

3 (SA) Children's work displayed

Children's previously created artwork was on display in the program space. In addition, the Lights on Afterschool lightbulb worksheet is going to be put on display as well.

4 (SA) Children select displays

Staff determine display of childrens' artwork items.

5 (SA) Open-ended materials

There are open-ended materials available and used by children. Examples: markers, paper, balls, stackable cups (that were used to be a "house").

6 (SA) Easily accessible materials

Staff placed supplies on a rolling cart prior to the program starting. The supplies are accessible to all children. In addition, the physical activity equipment (e.g., hula hoops) are in a corner closet, very close to where programming takes place.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Staff provides informal opportunity for children to get to know each better, or have conversations with each other, but only as a natural by-product of being placed into smaller groups (e.g., working on literacy activities). I did not observe structured opportunities created by staff, specifically for children to engage in team-building, personal updates, etc.

2 Inclusive relationships

No exclusionary behavior noted.

3 Children identify with program

Children did not complain or verbalize dislike about the program offerings yet did not appear to reflect strong identification with program (e.g., references to "our program", or taking part in any shared (program) traditions such as shared jokes, songs or gestures).

4 (SA) Structured small group activities

Staff divided the group into three small groups for reading/literacy activities.

School-Age Leadership

1 (SA) Practice group process skills

During the small group reading/literacy activity, children had an extended opportunity to take responsibility for a part a part. Examples: Ms. D tells Rory and Jackson, "If you both read the same book we can take turns." During the goldfish literacy activity, Ms. Kathy tells the small group of three boys, "Waylon, pick one...what letter?" [Waylon responds.] "Domonique?" [Domonique takes his turn.] Ms. Kathy nods her head yes and says, "Mm-hmm....Jace, it's your turn. What letter...."

2 (SA) Opportunities to help another child

Child initiated opportunities to help another child were observed. For example, when Waylon's parent arrived to pick him up, Domonique helped Waylon pick up and put away his folder in Waylon's backpack. This was noted by staff with specific praise. Ms. Kathy said, "Nice helper, Dominque." Outside Collyns pushes Jackson on a swing and says, "Tell me when you want me to stop."

3 (SA) Structured opportunity to lead group

There were no staff-initiated opportunities for children to lead the group in a discussion, activity, song or project.

Interaction with Adults

1 (SA) Staff at eye level

From start to end, all staff were at eye level with all children by sitting down near them (indoor program space tables) and

leaning over (mostly outside during free play).

2 (SA) Staff works side by side

All staff worked side by side with children. First, Ms. Diane sat at first table where she greeted children upon arrival. Ms. Darrisha, two girls and one boy sit and use markers to color something; Ms. Darrisha moves at one point to work on a puzzle along with Ella. Near the end of the program, Rory said, "Now I'm the last one here. Oh my gosh." Ms. D. responded by asking, "What do you want to play, Rory?"

3 (SA) Staff circulates

Staff frequently circulated amongst all children, including accompanying children in and out of the sports equipment closet. Outdoors, Ms. D walks about and assists Ella down from a play structure. 5:19pm Ms. Darrisha circulates a group of children (Dominque, Rory and Jace) building a "house" made of stacked cups.

4 (SA) Staff interacts positively

Staff consistently interacted with children in positive ways, including discussing rules and limits, modeling positive affect, etc. Ms. Kathy, "Do you know a word that begins with that letter?" Boy, "Fish." Ms. Kathy, "Fish. Very good."...."Let's play again." [Both children respond, "Yaaah!!").

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Staff give all children an opportunity to plan how they would spend their free time upon arrival (during indoor free play time) and also during the outdoor free play time.

2 (SA) Multiple planning strategies used

No specific planning strategies offered to support children as they planned how to spend their free time.

3 (SA) Share plans in tangible way

Staff does not encourage children to share plans, most likely because children were only planning how to spend their free time.

School-Age Choice

1 (SA) Authentic choices

Children given ample opportunities to make authentic choices within activities. Examples, during indoor free time, the children could choose to play with hula hoops, puzzles, colors/paper, whirligig helicopters, bouncing balls, hockey stick/ball, etc.

2 (SA) Open-ended choices

Children given opportunities to make open-ended choices. Examples: Boys using ball to play indoor, modified version of Four Square; other boys shooting hoops indoors with ball; children making a "house" out of stackable cups and outdoor free play (e.g., imaginative play).

Reflection

1 Intentional reflection

All children were asked to reflect on what they liked about the out of school time program and to write that on a "Lights on Afterschool" worksheet that they also colored. Staff ensured that each child had an opportunity to do this. Example of one conversation - Ms. Kathy, "Let me know what you like about the afterschool program." [Dominique responds, "Sports balls."] Ms. Kathy, "Okay...one more thing."

2 Multiple reflection strategies

At least two reflection strategies were used - verbal and written (i.e., words and pictures on the "Lights on Afterschool" worksheet.

3 Structured opportunities to provide feedback

Staff seek feedback from all children through "Lights on Afterschool" activity, including verbal and written feedback.

Responsibility

1 (SA) Opportunities for routine tasks

Staff created multiple opportunities for children to take care of practical needs or routine tasks. Examples: Once the outdoor free play time was ending, staff told children to get all their equipment and to put the balls back. Waylon and Ella walk slowly from cafeteria kitchen to a table, with their snacks and drink held out in front of themselves. Near the end of snack time, Ms. D tells the group, "If you are done with your trash, throw it away." Ms. Diane to a child after he is done with his "Lights On" coloring/reflection project, "Good deal. Just put up your scissors.", 5:19pm - Ms. D, "Pick up all your (stacking) cups."

2 (SA) Staff do not intervene intrusively

Staff worked side by side with children, assisting with pick up; however, did not take over the task at hand.

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
Accommodating Environment	YW 9
Creating Safe Space	YW 3, YW 8, YW 9, SEL 3, SEL 4
Emergency Preparedness	YW 9
Emotional Safety	YW 3, YW 8, YW 9, SEL 3, SEL 4
Healthy Environment	YW 9
Nourishment	https://www.fns.usda.gov/cacfp https://theicn.org/cnss/resources/

Supportive Environment Domain

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

Interaction and Interactive Environment Domains

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

Engagement and Engaging Environment Domains

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