



School-Age PQA Performance Report

Prepared for: Louisiana 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

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.

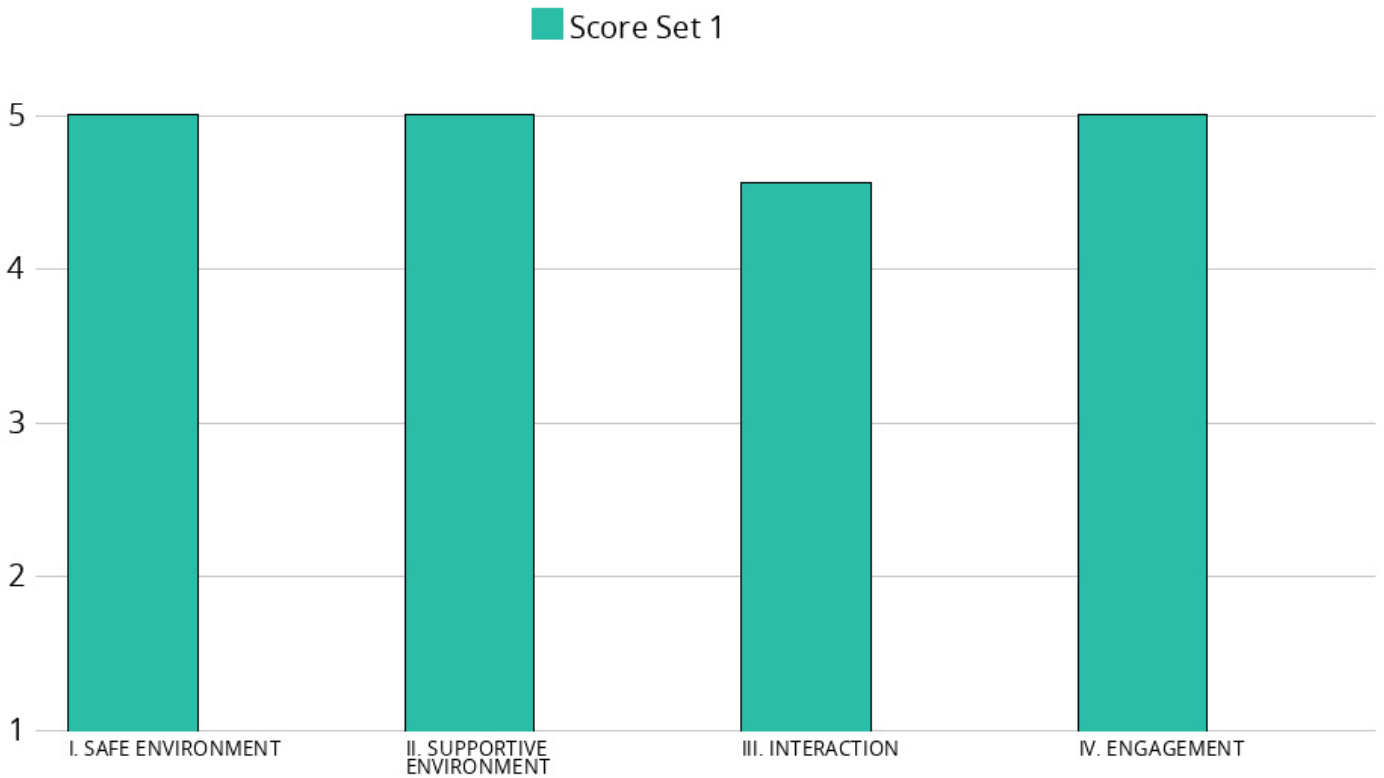
Domain Scores	Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
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
Item	1 Positive emotional climate	1.00
	2. Lack of bias	3.00

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Louisiana Elementary K to 6

Observation Details

Score Set # 1

PQA: School-Age PQA
Date: 10/09/2023
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

5.00

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	5.00

III. INTERACTION

4.56

Manage Feelings	N/A
Belonging	5.00
School-Age Leadership	3.67
Interaction with Adults	5.00

IV. ENGAGEMENT

5.00

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

Instructional Total Score*

4.85

*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	NS
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 5.00

1	(SA) Well-defined interest areas	5.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	5.00
5	(SA) Open-ended materials	5.00
6	(SA) Easily accessible materials	X
7	(SA) Thirty minutes interest-based activities	5.00

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 **5.00**

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

School-Age Leadership **3.67**

1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	3.00
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 5.00

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

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

The emotional climate is respectful, playful and positive between both staff and the children, and between the children. Children, "We can cook a turkey!" Loretta, "We are not cooking a turkey!" [Everyone laughing and smiling.] Loretta, "Guys, you did good. In fact, I think I should try it." Mrs. P, "Hayes, your Mom is here." [Hayes shows a pouting facial expression and says, "Wahh." while walking out. Another boy says, "Bye Hayse!" Hayse responds, "Bye!" ... Reagan, "I don't know how to build a helicopter, but I'll try." Teresa, "Well, that's all we can ask." Loretta, "Reagan likes to figure things out."

2 Lack of bias

No evidence of bias observed. Any (very) minor conflicts were immediately and appropriately addressed by staff.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards noted.

2 Clean and sanitary

The indoor and outdoor program space was very clean and sanitary.

3 Adequate ventilation and lighting

The indoor program space had ample light, both fluorescent and natural. Good ventilation in program area.

4 Comfortable temperature

No children were seen fanning themselves or appearing cold (e.g., wanting sweater).

Emergency Preparedness

1 Posted emergency procedures

Laminated emergency procedures were posted just inside the program door.

2 Accessible fire extinguisher

A fully charged fire extinguisher was just outside the program space door.

3 Visible first-aid kit

A fully stocked first aid kit was visible and in the program space.

5 Supervised indoor entrances

Indoor program space supervised the entire time by at least one, mostly two staff. In addition, there are cameras in the hallway just outside the room where the program operates.

6 Supervised access to outdoors

Outdoor access is supervised with closed fence perimeter, staff use of walkie talkies, and external, metal double doors, and camera-intercom system that is near and facing playground.

Accommodating Environment

1 Sufficient Space

Designated space allows children and staff in attendance to move about during offered indoor activities. There is ample space for children to move about freely in outdoor space.

2 Suitable Space

The indoor and outdoor space is suitable for all activities offered during my observation.

3 Enough comfortable furniture

There were plenty of chairs for the children. In addition, a few children chose to play on clean, soft rug during Center Time.

4 Flexible physical environment

The angled tables and chairs can be moved around as needed.

5 (SA) Appropriately sized furniture

The chairs, tables, coat hooks in the hall and outdoor furniture (e.g., bench), and program space sink were sized for children, including the smallest kindergartner.

Nourishment

1 Available drinking water

Children are able to ask anytime for access to the nearby drinking fountain in the hall.

2 Plentiful food and drink

There was plenty of food and drink for all children during my observation.

3 Nutritious food and drink

The staff provided the children with a healthy snack (i.e., milk and grain cereal) during this observation.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Not scored since program observation was set for a Monday, an all day program that begins in the morning. My observation took place in the afternoon.

2 Staff warm and respectful

Both staff interacted respectfully and warmly throughout entire observation.

3 Positive staff body language

Staff body language was positive throughout observation. For instance, Loretta was seen walking down the hall with the youngest child, hand in hand, as they transitioned from one program offering to another.

Session Flow

1 Starts and ends on time

The flow of the program offerings occurred on time, both start and end times.

2 Materials ready

All materials were ready and in the dedicated out of school time program space.

3 Sufficient materials

There were plenty of open-ended materials available for all children to choose from to do the activities: different colored pom poms, different colored google eyes, paper and drawing supplies. In addition, there were several clear totes with open-ended construction/building toys that children could request for Center Time.

4 Explains activities clearly

Children appeared to fully understand multi-step directions broken down and explained by Mrs. P, lead teacher. Mrs. P, "For our next project we are going to first get pom poms, then pipe cleaners. How many legs does a spider have? Okay, we're going to take the pipe cleaner and folder it (demonstratin

5 Appropriate time for activities

The children were appropriate engaged for the allotted time for each program offering. No children seemed to be bored due to finishing early. Likewise, no children appeared or vocalized they were rushed when the staff was ready to transition to the next program offering.

Active Engagement

1 Children engage with materials or ideas

The children were engaged with materials (pom-poms, fuzzy sticks, lego blocks) and ideas (e.g. "What should we cook?", "How many legs does a spider have?") for the majority of the time during my observation.

2 Children talk about activities

Staff provided children with an opportunity to talk about activities with the entire group. "What do you think about the pumpkin pie you made?"

3 (SA) Children make connections

The children made/initiated the connection between cooking pumpkin on this date to previous cooking experiences done during the out of school time program. ("We made french toast!", "We made pancakes", "We made french fries!" etc.).

Skill-Building

1 Learning focus linked to activity

Mrs. P, "We just learned about the first ever pumpkin pie...Was it baked in a pie shell?...What'd they cook it in?...[The group worked together to bake a pumpkin pie on this day.] The entire activity provided opportunities for children to engage with ideas, planning and reflection.

2 Staff encourages youth to try skills

Staff consistently encouraged children to try new skills, including intellectual challenges. "How do you know that spiders have eight legs?", "Reagan, you are just going to have to come up with a solution of how to climb [outdoor play structure] with your boots on." and [After child uses scissors to cut] "Is it even? Is it straight?"

3 Staff models skills

When children were having difficulty recalling a certain craft activity, Mrs. P got a plastic cup, stood near the children and demonstrated with her hands how they used markers to "paint" or add designs to the outside of a cup (prior to heating it into an ornament type object).

4 Staff breaks down tasks

Staff frequently broke down tasks so that children could be successful at program activities as well as transitions. "We're going to line up in two lines here. Then we will walk down the hall."

5 Support for struggling children

Whenever children were frustrated, one or both staff would calmly provide support . Examples: "Callie, okay. How many do you have?", "Do you have eight (spider) legs yet?" and "Reagan, I know you can figure this out."

Encouragement

1 Staff uses non-evaluative language

[Showing drawing to me/observer] "She drew this in less than five minutes." [Loretta in response to children exclaiming, "We are good cooks!", "Yes, we are good cooks." [Mrs. P in response to Reagan's observation that pumpkins and squash are alike in that they both can be orange.] "Yes, you are right. Sometimes they are both orange."

2 Staff asks open-ended questions

Both staff frequently used open-ended questions while interacting with the children. Mrs P., "Why do you say eight legs?"

Child-Centered Space

1 (SA) Well-defined interest areas

Center Time consists of children looking at, then selecting, a clear tote box ("Center") where all objects in the box are visible. There are also labeled Center Time materials labeled and accessible in other parts of the room. Mrs. P indicated they were used more frequently during "Morning Center Time" activities.

2 (SA) Sufficient materials in interest areas

There are many clear, plastic "Center Time" boxes - each filled with a certain type of toys: one may be full of Legos, another with building blocks, and another with other types of manipulative, open-ended play objects.

3 (SA) Children's work displayed

The program participants' drawings are put on a bulletin board display, located just outside the classroom at the same place where parents and guardians sign the children out.

4 (SA) Children select displays

I observed the children deciding, then turning into staff, the specific drawing they wanted put on the program display board mentioned in item 3 above.

5 (SA) Open-ended materials

The art/craft activities included open-ended materials such as paper, writing utensils, fabric pom poms, fuzzy sticks and wiggly eyes.

7 (SA) Thirty minutes interest-based activities

Program offerings lasted at least 30 minutes during this day's observation.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Staff encouraged children to pair up during Center Time so that no child was play by him/herself. The staff also encouraged children to join another child(ren) outdoors, so that no child was alone in a certain area of the playground.

2 Inclusive relationships

No evidence of exclusion. Staff were intentional about making sure all children were included, "Would someone play with so he is not alone?" [Children readily moved to another location, without any qualms, so that their peers were not alone.]

3 Children identify with program

On two occasions, over half of the children spontaneously started singing a (guacamole) chant or song together.

4 (SA) Structured small group activities

Center Time involved pairs of children working on their choice of open-ended, manipulative toys such as Legos, building block type toys, etc.

School-Age Leadership

1 (SA) Practice group process skills

Staff, "Does anyone remember what we had...?" [Robust discussion amongst all children and staff followed; topic: past and future cooking projects.]

2 (SA) Opportunities to help another child

Some children were given an opportunity to help another child. Staff, "Callie, would you help (demonstrate) Reagan on the (play structure)?"

3 (SA) Structured opportunity to lead group

Some children were given an opportunity to help lead a group. Reagan served as bathroom monitor for boy's bathroom; he decided when the other boys could go in.

Interaction with Adults

1 (SA) Staff at eye level

Staff frequently lowered their body to be at, or near, eye level with the children. Loretta did this, even from a low chair/stool level during part of the cooking activity. Mrs. P. leaned over to help children as they worked on spiders; she also squatted down fully to tie a young child's shoe.

2 (SA) Staff works side by side

Both staff would work side

3 (SA) Staff circulates

Staff frequently and consistently circulated throughout indoor and outdoor program space to interact with children.

4 (SA) Staff interacts positively

Both staff consistently interacted with all children in a positive way during the entire observation, including following the children's lead, explaining rules and limits. Loretta, "You can put a green bush (Lego) on your Lego dog's head. [Loretta and child laugh.] Loretta continues, "You've got a good imagination, kiddo!" Child responds, "I know. I've got a good imagination." Mrs. P, "I'm looking to see who is ready." On playground, Mrs. P responds to a child trying a new move on

a play structure. "Mrs. P, I'm going to make it my own..." Mrs. P, "That's fine. You make it your own way." [Smiling].

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Multiple opportunities for children to plan. Loretta (Staff), "Okay, what would you all like to cook for Thanksgiving?" [Robust discussion amongst all children takes place.] "What do you want to make for Christmas?" [All children excitedly offer suggestions such as a butterfly cake, snowman cake pops, waffles, etc....] Children planned what outdoor play equipment to go on, based on a walk-about to see if/which equipment had water on it. Also, Mrs. P asked children, "We need to figure out what to do on our Monster Math Night." Child (Reagan) replies, "Do kids get to come?", Mrs. P, "Yes, 5:30-7pm!" a brief discussion follows.

2 (SA) Multiple planning strategies used

Two planning strategies were used: vocalizing or verbalization of cooking ideas and walk about inspection of playground equipment inspection - prior to deciding which one(s) to play on without getting clothing wet. Mrs. P., "Why do we always walk through the playground before getting on...?" [Children respond so they know ahead of time what equipment to play on or not.]

3 (SA) Share plans in tangible way

Children verbalize/vote on future cooking projects and they also shared plans for avoiding wet equipment through selection and physical play on the dry equipment.

School-Age Choice

1 (SA) Authentic choices

ALL children given numerous choices: what drawing to submit for inclusion on the program display in the hall, what color craft supplies to create their spider with (Loretta, "What color eyes do you want for your spider?"), what play equipment they wanted to use, which Center Time (tote box) they wanted to have staff get for them, whether or not to eat provided snack or not ("Mrs. P to boy, "You don't have to try it; you can if you want.").

2 (SA) Open-ended choices

Open-ended choices: "Who else has something for the wall?", "What do you know about spiders?", "What do you want to make for Thanksgiving?" etc...

Reflection

1 Intentional reflection

Staff engaged all children in reflection. "Does anyone remember what we just learned (early in day?) about the first pumpkin pie?", "Who remembers what we made last Christmas?",

2 Multiple reflection strategies

Verbalization ("We're good cooks!! Yeah!") and thumbs up gestures by all children in program once they were able to eat the pie they made that day.

3 Structured opportunities to provide feedback

Staff asked all children what they thought about the day's cooking activity. [Children responded with thumbs up. One child even said, "We need to open a business!"]

Responsibility

1 (SA) Opportunities for routine tasks

All children given opportunities to help with routine tasks: Asher and others took turns stirring the ingredients for the pie, Hayes carries desired Center Time tote box from Mrs. P's arms and places it on the rug. [As child starts to leave...] Mrs. P, "Wait, you need to pick up.", "Ashton, you need to pick up your half." Levi, one of the youngest and shortest participants, carries a sturdy and small wooden step stool in both arms so that he can reach the water fountain independently (anytime) in the adjacent hall. Mrs. P, "We have to go get our milk (from cafeteria, down the hall). Okay everyone, line up." Children throw away their own snack time trash. There is an expectation children can be responsible. Mrs. P, "Oh, please don't throw (child's open milk carton, from a 5' distance). "Why?" You are not close enough. I saw milk come out ." Loretta, "Accidents are okay, as long as you pick it up."

2 (SA) Staff do not intervene intrusively

Staff did work along side children in routine tasks (e.g., walking to cafeteria to pick up snacks and drinks); however, were never intrusive or took over.

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.