School-Age PQA Performance Report

Prepared for: Clopton 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.

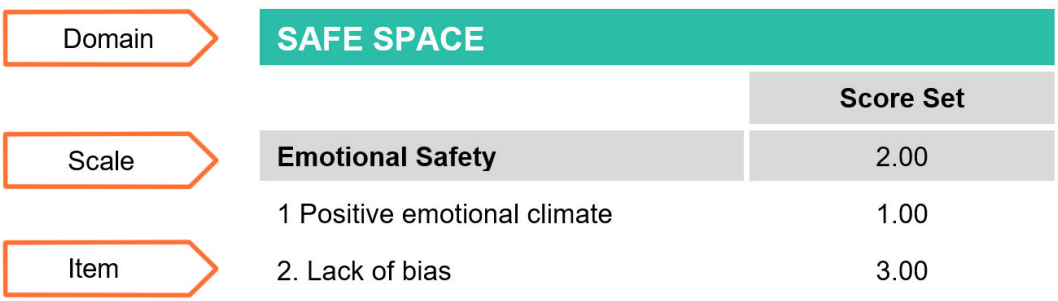
Domain Scores — Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

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.

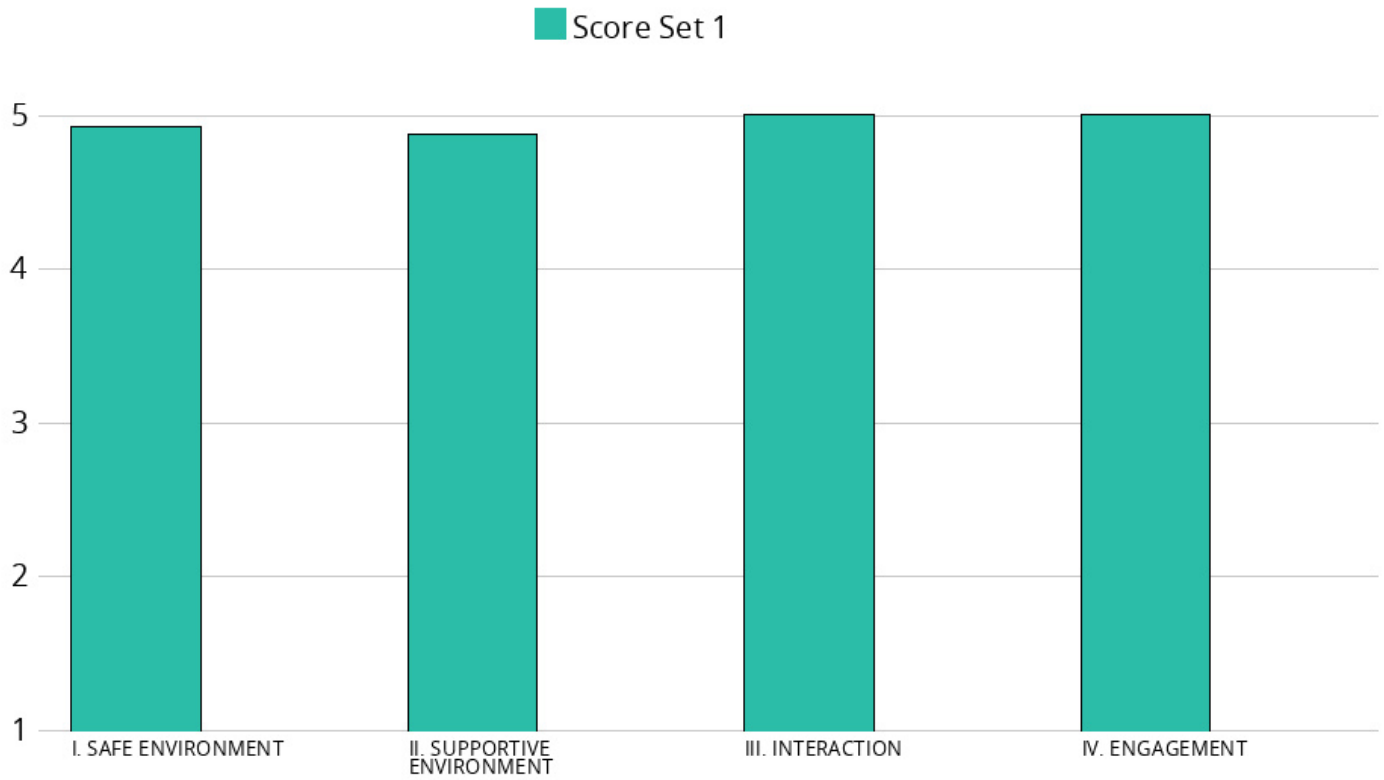
Item Scores — Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

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



Program Observation Summary



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

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

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.92**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	4.60
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**4.87**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	4.33
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	N/A
III. INTERACTION	**5.00**
Manage Feelings	N/A
Belonging	5.00
School-Age Leadership	5.00
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*	**4.96**

*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		**4.60**
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	3.00
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		**4.33**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	3.00
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	5.00
4	(SA) Children select displays	5.00
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		**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		**5.00**
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	5.00
3	(SA) Structured opportunity to lead group	5.00
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

Extremely positive emotional climate prevailed throughout the entire observation, amongst all staff and children, and between the children. Respectful interactions were the norm; these are a few examples: 3:33pm - Mrs. Hayes, "Grayson, Bentley has something to say." B: "Sorry, Grayson." Grayson, "Okay." Mrs. Hayes, "That was nice." 4:15pm - STEM leader/staff, "What was the best part of your day?" Girl begins to tell story of how she helped peer, "He was emotional until lunchtime." Staff response, "That is being a kind friend." 4:30pm - Two girls hug and laugh while waiting for their turn at the Four Square area on the playground.

2 Lack of bias

No bias or exclusionary behaviors noted.

Healthy Environment

1 Free of health and safety hazards

No health or safety hazards noted anywhere during this program observation.

2 Clean and sanitary

All indoor and outdoor program spaces were very clean, including floors, desks, rugs, halls, windows, etc.

3 Adequate ventilation and lighting

The first room had five large windows that provided a lot of natural light, in addition to fluorescent light. The second room was brightly lit with fluorescent light and also had several smaller windows for natural light.

4 Comfortable temperature

Both spaces had a very comfortable temperature. No children were seen shivering, fanning themselves, or verbalizing any kind of discomfort with the temperature in either room.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures are located in the wall of program space.

2 Accessible fire extinguisher

A charged fire extinguisher is located within view of both program spaces.

3 Visible first-aid kit

Stocked emergency kit located in program space and visible.

5 Supervised indoor entrances

Indoor entrances are supervised at all times by one, and most of the time, two staff.

6 Supervised access to outdoors

The outdoor space is monitored by staff through school cameras-buzzer system, playground door also supervised by visual sight (viewable from program/room 1 windows), staff walkie talkies, and doors that remained locked.

Accommodating Environment

1 Sufficient Space

There was ample space for all program offerings, including having the children stand up and move their bodies according to the type of matter they were talking about (e.g., stiff/still = solid, waving arms and moving side to side = liquid, flapping arms and jumping a bit in place = gas).

2 Suitable Space

Both program spaces were very appropriate for the activities offered (e.g., 1st room had welcome, snacks, homework; 2nd room had small group STEM activities that included use of a clock on the white board at the front of the room).

3 Enough comfortable furniture

There was enough furniture for all program participants in both programming spaces.

4 Flexible physical environment

The program space is flexible, with rectangular tables that can be moved. There are also two oval rugs. The second room included all in one desks and they could be moved around if desired.

5 (SA) Appropriately sized furniture

Some chairs did not appear to be appropriately size for K-6 children's size. Several children in the first room propped their feet up on bars/poles under the table. Many other children in that same room kept their legs/feet in front of them; however, the children's feet couldn't touch the floor. For some, it was about a 5 inch gap. All the chairs in the second (STEM activity) room did have appropriately sized (i.e., shorter) seating. It appeared all participants' feet touched the ground.

Nourishment

1 Available drinking water

Children are able to access nearby water faucets at any time by asking staff. There are three different sized water fountains, so even the shortest participants can reach the water independently.

2 Plentiful food and drink

Kathy arrives at 3:35pm with a cart loaded with plenty of health snacks and drinks for all participants.

3 Nutritious food and drink

The snacks served were healthy (e.g., cheese stick, pretzels, juice).

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Several staff individually greeted the children - a younger group of children were greeted and chatted with in room 1/program space. Later, Erin, the STEM leader, preceded her session by calling each child by name and asking what was the best part of their day.

2 Staff warm and respectful

All staff demonstrated warm and respectful behavior and language in every activity, with all children. 4:30pm [Smiling at a small girl who is carefully walking on series of inverted buckets strung on a rope on the playground.] "You almost had it, Vidal!" Another staff member, "Vivian, what are you drawing, girl?" Kathy, "Grayson, are you taking my basketball home with you?" Grayson smiled and responded, "Yes." Staff smiled and said, "No, you are not."

3 Positive staff body language

All staff exhibited positive body language that reflected excitement (e.g., high fives), eye contact - even with the shortest of program participants, and frequent smiles.

Session Flow

1 Starts and ends on time

The program offerings occurred within five minutes of both the starting and ending times.

2 Materials ready

All supplies, including hot water, were in the STEM activity room, ready for quick access. In addition, playground equipment was available to children once everyone went outside for free time.

3 Sufficient materials

There were ample materials; the children were intentionally assigned into a pair or trio and there were an appropriate amount of STEM supplies for them to work on together.

4 Explains activities clearly

Staff broke down multi-step instructions for children; no children appeared to struggle with understanding what was expected of them. Examples: "Let's do this: go get your folder, even if you have no homework. I want to see how your days went. Second graders, give me your folders." Erin, I'm going to come around with tablets. You have to drop them in each of the cups of water at the same time. Someone needs to see what time it is. Look at the (white) board for the time."

5 Appropriate time for activities

There was an appropriate amount of time for each program offering. The children were able to be divided according to homework completion. The STEM activity was done first with the children without homework, then the next group was able to come in. At no time did any children appear rushed for time in any program offering. Likewise, none appeared to run out of things to do or act bored before the next program activity.

Active Engagement

1 Children engage with materials or ideas

All children were engaged with ideas (e.g., best part of day, STEM topics) and materials (water, dissolving tablets, timeclock), playground equipment for the majority of their time at the program on this day. In addition, the STEM activity included an opportunity for the participants to engage their whole body in depicting how they would move (or not move) if they were a gas (wild, uncontrolled movement), liquid (wavy, hula-dance style movement), or a solid (standing still, arms at side).

2 Children talk about activities

Children had an opportunity to talk about the STEM experiment; specifically, their hypothesis, within their small group. They were also able to talk about their STEM activity results (e.g., hot water dissolving tablet faster than cold) with the entire group of participants.

3 (SA) Children make connections

Erin tells children about a connection (i.e, similarity) between current topic (states of matter) and their previous

knowledge or experience. "Think about when you make Mac and Cheese at home. What happens when you put the lid back on? The steam turns back into liquid."

Skill-Building

1 Learning focus linked to activity

The learning focus of learning about states of matter is strongly tied to all aspects of the activity: forming a hypothesis, repeating experiment to ensure reliability, creating a data table, sharing findings with others, challenging hypothesis, and acting out movements that depict three states of matter.

2 Staff encourages youth to try skills

Staff encouraged all children to try new inquiry-based skills within the STEM activity including learning, talking about, and even pronouncing science terms. "What is a hypothesis?" [No response.] "Our older kids may have to help. Let's say 'hypothesis'." [Participants join in with Erin and sound out Hy-Poth-eh-sis with excitement!] Let's do like a professor and say it very...[With chins raised high, all vocalizing a crisp, "Hypothesis!" Later on the playground, Vivian and Parker learn how to play hopscotch, with Deaven, staff member, leaning over, the chalk design, "One foot. Both feet...." and "Okay, Parker, roll the chalk softer (to see what square it lands in). Let's see what you got!"

3 Staff models skills

Staff frequently modeled skills (and desired behaviors) such as Erin waving while telling children, "Wave and say hello to your team members....Ava say hello to Olivia, Parker say hello to Nolan, etc.."

4 Staff breaks down tasks

Erin, "Here's my something good. I'm super excited because we have a STEM activity that is SO FUN! So, bring you snacks to a close. If you have homework, go over yonder. I'll walk with you..." "I'm coming around with tablets. You have to drop them in at the same time. Someone needs to look at the board (clock) to see what time it is. Note/write down what time it is..."

5 Support for struggling children

4:12pm - Erin squatted down to help two younger girls. "Okay, Vivian, what do you think? Okay, open package, try not to break tablet." Erin stood up, noted the time on the board and then shared that with the girls so they could make note of it for their experiment. 4:44pm - Silas struggles to get straw in drink. A staff member is nearby watching and says, "Got it?" He replies, "Yes." 4:58pm - Lillian struggles to move outdoor equipment cart forward. Kathy, "Ave, can you help Lillian?" [Ava helps Lillian and the two of them move the cart into the building.]

Encouragement

1 Staff uses non-evaluative language

Staff to child doing homework, "You are really good at math." To another child, "You've been gone a while. Have you had a chance to catch up?...You will be able to catch up easily." [Displays "thumbs up" gesture.]

2 Staff asks open-ended questions

All staff make frequent use of open-ended questions such as, "What was the best part of your day or last weekend?", "Which do you think dissolves the tablet fastest?", "What's your hypothesis?" and "So our data tells us that hot water dissolves ... faster. Why?"

Child-Centered Space

3 (SA) Children's work displayed

Children's work is displayed on a corkboard near the program space. Currently, they are beginning to decorate it with a Fall is Fun theme. Within the program space, the childrens' plans for STEM, Reading/Math, and Crafts for the year were listed on a large, colorful bulletin board positioned at a child's eye level.

4 (SA) Children select displays

Children have input as to what planned activity topics they want to suggest and also if they want to participate in decorating the nearby bulletin board, currently displaying tissue paper leaves on a fall tree.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Erin made intentional opportunities for children to get to know one another in pairs or small groups. "Sophia, wave and say hello to your new partner Julia!", "Emogene, wave and say hi to your new partner Vidal!".

2 Inclusive relationships

No exclusion noted at any point during this observation.

3 Children identify with program

Children and staff appear to have strong sense of ownership in the program, including a varied list of posted topics the children decided they wanted to learn about in this school year. In addition, I observed a group of the children sing a chant on the playground. Upon a later discussion with staff member Deaven, I learned this is something they do on occasion as an oath, or promise to try and get along.

4 (SA) Structured small group activities

Structured, small group activities took place in during the STEM activity. Erin counted off the children then grouped in pairs or triads. She encouraged them to greet one another, work together, deliberate/discuss their hypothesis within the small group.

School-Age Leadership

1 (SA) Practice group process skills

All children were involved in multiple group process activities such as reflecting and sharing on the best part of their weekends or days, planning and sharing Halloween costume plans. Finally, they had extended opportunities to discuss STEM hypothesis and findings with their small group, with Erin when she circulated to each pair or triad, and also the large group.

2 (SA) Opportunities to help another child

Erin to first group of ~ 25 children participating in Three States of Mass activity, "I need you to help our little guys when they come in...You guys are in charge of timing.", "So this might be when our older kids help."

3 (SA) Structured opportunity to lead group

[While lining up children to go outdoors] "I need a good 'caboose'." (Landon?)

Interaction with Adults

1 (SA) Staff at eye level

All staff consistently lean over and squat in order to bring their eye contact in line with that of children. 4:12pm: Erin squats down and assist Vivian and another girl with the activity. When two girls and one boy (Landon?) ask for clarification during activity, Erin squatted down at eye level then said, "Okay, Vivian, what do you think?"

2 (SA) Staff works side by side

Erin worked side by side with small groups of children as they did the experiments. For some, she helped note the time the tablet was dropped in the water. On the playground, Deaven joined in the hopscotch game, to the delight of nearby children. Kathy worked side by side with an older girl who wanted someone to help her count as she swung a tethered ball around and around her ankle. "Will you count for me?" Staff, "Yes" Girl: "Thank you." [Staff counts to 15, the point at

which the girl stops the activity.] Staff smiles and says, "There you go girl!" and the girl replies, "Thank you!"

3 (SA) Staff circulates

All staff circulated - in the first room as they welcomed children, in the STEM activity room as she checked on each small group's progress, during snack time, and on the playground.

4 (SA) Staff interacts positively

All staff interacted positively with children. "Everyone here is done with homework, right? Luke, good job." [After a girl touches the smart board" staff member says, "Thank you, darlin'!", "Okay, why did hot water dissolve...Julian? [Response] ..I like it, very good.", "Bye, Vivian." [Followed by a fist bump.], "No, no, Wayne. That's not safe." [Wayne puts away item on rolling cart instead of swinging or throwing item at a spiderweb that formed on a poll near windows and people.]

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

Multiple staff created opportunities for all children to plan. 1. Mrs. Hayes, to each child by name, "__ , what are you going to be for Halloween?", 2. Erin divided group into small teams, asking them to develop hypothesis individually, discuss, then as a group; try, the experiment several times, decide who was to be timekeeper in group, and write down results on data table "or, however, you want to write your (results)."

2 (SA) Multiple planning strategies used

Erin gave every child an opportunity to be part of a pair or triad they were to discuss and plan what hypothesis and what results to share with larger group.

3 (SA) Share plans in tangible way

Children shared their plans verbally three times - verbally (in small group, with staff leader who was circulating and asking each group what their hypothesis was, and finally with larger group). All children were also instructed to write down data on the table or in a different fashion, as long as it was noted.

School-Age Choice

1 (SA) Authentic choices

Children were given authentic choice of how to record STEM experiment hypothesis. Children had opportunity to make choices while on playground as well - write with chalk, play soccer, play basketball, climb on structures, walk/balance on inverted bucket/shells strung on a rope, etc.

2 (SA) Open-ended choices

While on the playground, children were free to make open-ended choices on how they used equipment and supplies. Examples: Drawing on the blacktop playground with large piece of chalk, using the chalk like a dice and gently rolling it across the hopscotch design to determine what square it lands on; finally, children could make a choice to use the chalk to draw part of a hopscotch grid. [Note: I observed all three of these.]

Reflection

1 Intentional reflection

All children were given an opportunity to reflect on STEM activity process; specifically, their group's hypotheses and also the results of their small group experiment.

2 Multiple reflection strategies

Verbal report of hypothesis; verbal and written report of experiment results.

3 Structured opportunities to provide feedback

Erin asked for feedback on activity briefly before transitioning group to clean up of room and departure to go outside for free play.

Responsibility

1 (SA) Opportunities for routine tasks

"You guys are in charge of timing.", "At onset of hypothesis discussion... "Older kids may have to help.", "Ava is helping pick up your extra papers.", "I need three helpers: Luke-pencils. Vidal-papers. Emogene-trash." and while getting in a line to walk through hall and out to playground, "I need a good 'caboose'"(Landon?). "Ava, can you go ahead and get a ball?", Around 5pm, "Lillian, can you help me take the cart in?"

2 (SA) Staff do not intervene intrusively

The staff never took over or intruded with routine tasks.

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.