

Indicator Scramble

DIRECTIONS: Reading across each row, decide what score each descriptor represents. Label each descriptor with a score of a 1, 3, or 5 (1 is the lowest, 3 is the middle and 5 is the highest). After you are done, write keywords that helped you distinguish between the descriptions of 1, 3, and 5 under Supporting Evidence/Anecdotes.

I. SAFE ENVIRONMENT: EMOTIONAL SAFETY | HEALTHY ENVIRONMENT | EMERGENCY PREPAREDNESS | **ACCOMMODATING ENVIRONMENT** | NOURISHMENT

ACCOMMODATING ENVIRONMENT | Program space and furniture accommodate the activities.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. Program space is crowded in some areas.	Program space is crowded, without sufficient room to move freely.	Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	<input type="checkbox"/>	
2. Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	Program space is not suitable for activities offered.	Program space is suitable for some of the activities offered.	<input type="checkbox"/>	
3. Furniture is neither comfortable nor of sufficient quantity for the program offering.	Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	<input type="checkbox"/>	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4. The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	The physical environment cannot be modified to meet the needs of the program offering.	The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	<input type="checkbox"/>	If there is no furniture and none required, do not rate. Write an "X" in the box at the left. Can the furniture be moved around?
5. There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	<input type="checkbox"/>	If there is no furniture and none required, do not rate. Write an "X" in the box at the left.



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II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | **SKILL-BUILDING** | ENCOURAGEMENT | CHILD-CENTERED SPACE

SKILL-BUILDING | Staff supports children in building skills.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1. Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).	Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	<input type="checkbox"/>	
2. Staff encourages some children to try skills or attempt higher levels of performance.	Staff does not encourage children to try skills or attempt higher levels of performance.	Staff encourages all children to try skills or attempt higher levels of performance.	<input type="checkbox"/>	
3. Staff models skills for some children.	Staff models skills for all children.	Staff does not model skills.	<input type="checkbox"/>	
4. Staff does not break difficult task(s) into smaller, simpler steps for any children or there are no tasks of sufficient difficulty to warrant explaining steps.	Staff breaks difficult task(s) into smaller, simpler steps for some children.	Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	<input type="checkbox"/>	
5. When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).	When children struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous children are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling children).	When children struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment or making fun of the child.	<input type="checkbox"/>	If no children struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item if item 2 above scores a 3 or 5.



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III. INTERACTION: MANAGING FEELINGS | BELONGING | SCHOOL-AGE LEADERSHIP | INTERACTION WITH ADULTS

BELONGING | Children have opportunities to develop a sense of belonging.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).
2.	Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play).	Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her — she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others in play, introduce excluded child to other children, say, "Remember, 'Be Kind' is one of our rules").	Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces an excluded child to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).
3.	Children do not strongly identify with the program offering but do not complain or express dislike.	Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).
4. (SA)	Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group.	Staff provides structured small group activities as part of the program routine.	Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).

☐
☐
☐
☐

If there are five or fewer children, do not score. Write an "X" in the box at the left.



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IV. ENGAGEMENT: SCHOOL-AGE PLANNING | SCHOOL-AGE CHOICE | REFLECTION | RESPONSIBILITY

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: Authentic choices refer to real, meaningful choices, as opposed to token or false choices.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, “You can choose to be here or not”; children are allowed to choose only the color of marker to use, but all draw an owl).	Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).	Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they’d like, while another group has to copy invitation wording verbatim).	<input type="checkbox"/>
2. (SA)	Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).	Staff does not provide opportunities for children to make choices within activities.	<input type="checkbox"/>



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IV. ENGAGEMENT: SCHOOL-AGE PLANNING | SCHOOL-AGE CHOICE | REFLECTION | **RESPONSIBILITY**

RESPONSIBILITY | Children are encouraged to exercise independence and take on responsibilities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA) Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).	Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	<input type="checkbox"/>
2. (SA) More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.	Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	<input type="checkbox"/> If item above is scored a 1, do not score this item. Write an "X" in the box at the left.



Page in hand-book	Page in tool	School-Age PQA Item Summary		Page in hand-book	Page in tool
SAFE ENVIRONMENT			SUPPORTIVE ENVIRONMENT (CONTINUED)		
	3	Emotional Safety	Encouragement		12
7		Positive emotional climate	Staff uses non-evaluative language	40	
8		Lack of bias	Staff asks open-ended questions	42	
	4	Healthy Environment	Child-Centered Space		13
10		Free of health and safety hazards	(SA) Well defined interest areas	43	
10		Clean and sanitary	(SA) Sufficient materials in interest areas	44	
11		Adequate ventilation and lighting	(SA) Children's work displayed	44	
11		Comfortable temperature	(SA) Children select displays	45	
	5	Emergency Preparedness	(SA) Open-ended materials	45	
12		Posted emergency procedures	(SA) Easily accessible materials	46	
12		Accessible fire extinguisher	(SA) Thirty minutes interest-based activities	46	
12		Visible first-aid kit	INTERACTION		
13		Appropriate safety equipment	Managing Feelings		15
13		Supervised indoor entrances	(SA) Staff acknowledges feelings	50	
14		Supervised access to outdoors	(SA) Staff asks children to explain situation	51	
	6	Accommodating Environment	(SA) Helps children respond appropriately	51	
15		Sufficient Space	(SA) Children suggest solutions	52	
16		Suitable Space	Belonging		16
16		Enough comfortable furniture	Opportunities for children to get to know each other	53	
16		Flexible physical environment	Inclusive relationships	54	
17		(SA) Appropriately sized furniture	Children identify with program	55	
	7	Nourishment	(SA) Structured small group activities	56	
18		Available drinking water	School-Age Leadership		17
18		Plentiful food and drinks	(SA) Practice group process skills	57	
18		Nutritious food and drink	(SA) Opportunities to help another child	58	
SUPPORTIVE ENVIRONMENT			(SA) Structured opportunities to lead group	59	
	8	Warm Welcome	Interaction with Adults		18
21		Children greeted	(SA) Staff at eye level	60	
22		Staff warm and respectful	(SA) Staff works side by side	60	
23		Positive staff body language	(SA) Staff circulates	61	
	9	Session Flow	(SA) Staff interacts positively	61	
24		Starts and ends on time	ENGAGEMENT		
25		Materials ready	School-Age Planning		19
26		Sufficient materials	(SA) All children plan	64	
26		Explains activities clearly	Multiple planning strategies used	65	
27		Appropriate time for activities	(SA) Share plans in tangible ways	66	
	10	Active Engagement	School-Age Choice		20
29		Children engage with materials or ideas	(SA) Authentic choices	67	
30		Children talk about activities	(SA) Open-ended choices	68	
32		(SA) Children make connections	Reflection		21
	11	Skill-Building	Intentional reflection	69	
33		Learning focus linked to activity	Multiple reflection strategies	70	
35		Staff encourages children to try skills	Structured opportunities to provide feedback	70	
36		Staff models skills	Responsibility		22
37		Staff breaks down tasks	(SA) Opportunities for routine tasks	72	
38		Support for struggling children	(SA) Staff do not intervene intrusively	73	
Items identified with a (SA) are unique to the SAPQA					

answers

indicator scramble

Accommodating Environment

3-1-5
5-1-3
1-5-3
5-1-3
1-3-5

Skill-Building

1-5-3
3-1-5
3-5-1
1-3-5
5-3-1

Belonging

1-3-5
5-1-3
3-1-5
1-5-3

School-Age Choice

1-5-3
3-5-1

Responsibility

5-3-1
1-5-3

EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.</p>	<p>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</p>	<p>5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.</p> <div data-bbox="1339 293 1398 350" style="border: 1px solid black; width: 28px; height: 35px; margin: 10px auto;"></div>
<p>2. 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.</p>	<p>5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.</p> <div data-bbox="1339 797 1398 854" style="border: 1px solid black; width: 28px; height: 35px; margin: 10px auto;"></div>

Match the following evidence to the PQA item (1 or 2) in the Emotional Safety scale and then score each PQA item based on the evidence:

- a) Tony said, "Man, you fouled me." Greg says "You a mamma's boy." Tony replied, "At least I ain't ugly and poor!" Another child pointed and laughed at Greg. Greg smiled and they continued playing.
- b) Very positive emotional climate throughout. Example: In an international game similar to duck-duck-goose, the counting ended on the same student twice. He smiled big and laughed the second time.

I. SAFE ENVIRONMENT: EMOTIONAL SAFETY | HEALTHY ENVIRONMENT | EMERGENCY PREPAREDNESS | **ACCOMMODATING ENVIRONMENT** | NOURISHMENT**ACCOMMODATING ENVIRONMENT** | Program space & furniture accommodate activities.

ITEMS			SUPPORTING EVIDENCE/ANECDDOTES	
1.	1 Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding).	<input type="checkbox"/>
2.	1 Program space is not suitable for activities offered.	3 Program space is suitable for some of the activities offered.	5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).	<input type="checkbox"/>
3.	1 Furniture is neither comfortable nor of sufficient quantity for the program offering.	3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	5 Furniture is comfortable and of sufficient quantity for all children participating in the program offering.	<input type="checkbox"/>
4.	1 The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved).	<input type="checkbox"/>
5. (SA)	1 There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	3 There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	5 Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children).	<input type="checkbox"/>
			Can the furniture be moved around?	

If there is no furniture and none required, do not rate. Write an "X" in the box at the left.

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Can the furniture be moved around?

Match the following evidence to the PQA item (1, 2, 3, 4 or 5) in the Accommodating Environment scale and then score each PQA item based on the evidence:

- Program space is a partitioned classroom in the middle of a large space used by multiple groups. Children can work on homework, but staff constantly has to tell them to whisper during free time.
- There are enough chairs for all children, and no complaints about discomfort are heard.
- For some of the children, their feet dangled when they were in their seats.
- Room is large enough for all children to participate in team building activities and work at tables for a small group project.
- Chairs and tables can be moved around to accommodate the different activities.

II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | CHILD-CENTERED SPACE

WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 No children are greeted by staff as they arrive or at the start of the session.	3 Some children are greeted by staff as they arrive or at the start of the session.	5 All children are greeted by staff as they arrive or at the start of the session.	<input type="checkbox"/>
2.	1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language.	<input type="checkbox"/>
3.	1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact.	<input type="checkbox"/>

Match the following evidence to the PQA item (1, 2, or 3) in the Warm Welcome scale and then score each PQA item based on the evidence:

- Staff used a negative tone throughout. When it was in a teasing way, targeted children never smiled. Examples: "You don't really expect me to believe that, do you?" "R thinks the bathrooms are nasty – who thinks he should clean them?"
- Staff smiled & made eye contact during icebreaker, but during child presentations he kept looking at his watch. David said, "Why do you keep lookin' at your watch?" He frowned and waved his hand (dismissing concern).
- Staff was sitting at table as children rolled in. He was talking with one youth about the college football game as several children entered. But later, when a children arrived late, he said, "Kareem, glad you could make it!" with a smile.

II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | CHILD-CENTERED SPACE

SESSION FLOW | Session flow is planned, presented and paced for children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not start or end session within 10 minutes of scheduled time.	3 Staff either starts or ends session within 10 minutes of scheduled time (but not both).	5 Staff starts and ends session within 10 minutes of scheduled time.
			<input type="checkbox"/> Record the following: Scheduled starting time _____ Actual starting time _____ Scheduled end time _____ Actual end time _____
2.	1 Staff does not have materials and supplies ready to begin activities.	3 Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).
			<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3.	1 There are only enough materials and supplies prepared for less than half of the children to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the children to begin activities.	5 There are enough materials and supplies prepared for all children to begin activities.
			<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
4.	1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).
			<input type="checkbox"/>
5.	1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).
			<input type="checkbox"/>

Match the following evidence to the PQA item (1, 2, 3, 4 or 5) in the Session Flow scale and then score each PQA item based on the evidence:

- Staff had pencils ready for everyone at the beginning of the session. But during discussion, some questions came up and she told a child, "Go to my office and get the yellow papers." The child returned and said she couldn't find them.
- Session was spent quickly going through agenda items. Children appeared engaged throughout, and they appeared to get a lot done (not too slow; not too fast).
- Session was scheduled for 3:45-4:45. It started at 3:50, and finished at 4:15 (all children gone by 4:20).
- All staff directions were clear. Example: "Okay, stand in a circle over here, away from the chairs." Children got up and made a circle.
- Staff distributed 'Reflection Journals' – bound notebooks with hard covers – but she was 2 short. She said, "There aren't enough for everyone." She gave two children scrap paper to write on instead.

II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | **ACTIVE ENGAGEMENT** | SKILL-BUILDING | ENCOURAGEMENT | CHILD-CENTERED SPACE**ACTIVE ENGAGEMENT** | Activities support active engagement.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.	3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.	5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.
2.	1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).	5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).
3. (SA)	1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.	3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").	5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable).

Match the following evidence to the PQA item (1, 2, or 3) in the Active Engagement scale and then score each PQA item based on the evidence:

- The majority of the time was spent watching a dance video (and 5-minute conversation after). But in the last 10 minutes they practiced their dance positions in front of the mirror.
- Some of the children answered staff's questions about their progress. That was really the only time anyone talked about what they were doing.
- One child says, "This is just like the time I baked a cake with my mom." Staff responds, "Yes, it is a lot like that," but does not elaborate or ask further questions.

II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | CHILD-CENTERED SPACE

CHILD-CENTERED SPACE | The physical environment is flexible & child-centered.
SUPPORTIVE ENVIRONMENT SUPPLEMENT*Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".*

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).
2. (SA)	1 There are no interest areas, or none contain sufficient materials so that several children can work with the materials simultaneously.	3 Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	5 Each interest area contains sufficient materials so that several children can work with the materials simultaneously.
3. (SA)	1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.
4. (SA)	1 Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.

Who made and/or selected what is displayed on the walls?

Match the following evidence to the PQA item (1, 2, 3, 4, 5, 6 or 7) in the Child-Centered Space scale and then score each PQA item based on the evidence:

- All of the items on display, besides basic safety information, are children's art work or projects.
- Areas of the room are labeled, "Reading Corner", "Art Table", "Costume Box", etc.
- Staff says, "Pass your paintings up to me and I will hang them up. Children are not given any chance to give feedback on what items are displayed or how to display them.
- Children worked in self-selected interest areas from 2:25 to 3:05.
- Nearly all of the materials in the area are open-ended. They include: colorful scarves, wooden blocks, crayons, markers, and clay.
- All of the needed materials are on low shelves in clearly marker containers. Children have "clean up time" in the last 5 minutes of the session.
- Most of the areas have sufficient materials, but in the art corner, children argue about who gets to use the limited number of crayons. This happens 3 times in the course of the session.

II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | CHILD-CENTERED SPACE

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered, cont.

SUPPORTIVE ENVIRONMENT SUPPLEMENT

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
5. (SA)	1 Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	3 Some open-ended materials are available.	5 Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).	<input type="checkbox"/>
6. (SA)	1 Learning materials cannot easily be reached by children or are typically brought out by staff.	3 Some learning materials are accessible to children.	5 Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).	<input type="checkbox"/>
7. (SA)	1 No time is provided for activities based on children's interests.	3 Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	5 Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	<input type="checkbox"/>

Match the following evidence to the PQA item (1, 2, 3, 4, 5, 6 or 7) in the Child-Centered Space scale and then score each PQA item based on the evidence:

- All of the items on display, besides basic safety information, are children's art work or projects.
- Areas of the room are labeled, "Reading Corner", "Art Table", "Costume Box", etc.
- Staff says, "Pass your paintings up to me and I will hang them up. Children are not given any chance to give feedback on what items are displayed or how to display them.
- Children worked in self-selected interest areas from 2:25 to 3:05.
- Nearly all of the materials in the area are open-ended. They include: colorful scarves, wooden blocks, crayons, markers, and clay.
- All of the needed materials are on low shelves in clearly marker containers. Children have "clean up time" in the last 5 minutes of the session.
- Most of the areas have sufficient materials, but in the art corner, children argue about who gets to use the limited number of crayons. This happens 3 times in the course of the session.

SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to practice group-process skills.	3 Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).	5 Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).
2. (SA)	1 Staff does not provide opportunities for a child to help another child.	3 Staff provides informal or child-initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).	5 Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).
3. (SA)	1 Staff does not provide opportunities for children to lead a group or exercise leadership.	3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).	5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).

Match the following evidence to the PQA item (1, 2, or 3) in the School-Age Leadership scale and then score each PQA item based on the evidence:

- Children took turns leading games. Each of the five children present led a game. For example, one led a human knot game.
- A new student arrives in the program. Staff say, "Vanessa, can you please be Anne's helper today and show her where to put her coat and mittens?"
- The first hour was homework time. The second hour the children played various games. Several games involved listening, working together, etc. For example, in one game they had to communicate with their eyes closed.

IV. ENGAGEMENT: SCHOOL-AGE PLANNING | SCHOOL-AGE CHOICE | REFLECTION | RESPONSIBILITY

SCHOOL-AGE PLANNING | Children have opportunities to make plans.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).
2. (SA)	1 Staff does not use an identifiable planning strategy to support children's planning.	3 Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).	5 Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps).
3. (SA)	Staff does not encourage children to share plans.	3 Staff encourages children to share plans, but only verbally.	5 Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event).

Match the following evidence to the PQA item (1, 2, or 3) in the School-Age Planning scale and then score each PQA item based on the evidence:

- The majority of the time was spent watching a dance video (and 5-minute conversation after). But in the last 10 minutes they practiced their dance positions in front of the mirror.
- Some of the children answered staff's questions about their progress. That was really the only time anyone talked about what they were doing.
- One child says, "This is just like the time I baked a cake with my mom." Staff responds, "Yes, it is a lot like that," but does not elaborate or ask further questions.

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: Authentic choices refer to real, meaningful choices, as opposed to token or false choices.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).	3 Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).	5 Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).
2. (SA)	1 Staff does not provide opportunities for children to make choices within activities.	3 Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).	5 Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).

Match the following evidence to the PQA item (1 or 2) in the School-Age Choice scale and then score each PQA item based on the evidence:

- During art time, children are to create an image of their perfect vacation. They can choose whether to draw, paint, collage, or act out their image.
- One child from each table group was picked to choose which activity to do next.

IV. ENGAGEMENT: SCHOOL-AGE PLANNING | SCHOOL-AGE CHOICE | REFLECTION | RESPONSIBILITY

RESPONSIBILITY | Children are encouraged to exercise independence & take on responsibilities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.	3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.	5 Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).
2. (SA)	1 More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	3 Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.	5 Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.

☐☐

If item above is scored a 1, do not score this item. Write an "X" in the box at the left.

Match the following evidence to the PQA item (1 or 2) in the Responsibility scale and then score each PQA item based on the evidence:

- At the beginning of one activity, staff said "Please return to your seats for directions for the next activity." Staff gave clear directions about the next task, and corrected children who were not following the directions exactly as stated.
- Staff circulated during a science experiment activity using marbles. Staff said "if you need more supplies or want to observe what others are doing, you may do so."

school-age pqa stickies activity answer key-ROUND 1

During the live training, participants match anecdotal notes to the items they provide evidence for. These are the answers for that activity.

Round One

Emotional Safety 1, Score: (5) Very positive emotional climate throughout. Example: In an international game similar to duck-duck-goose, the counting ended on the same student twice. He smiled big and laughed the second time.

Emotional Safety 2, Score: (1) Tony said, “Man, you fouled me.” Greg says “You’re a mamma’s boy.” Tony replied, “At least I ain’t ugly and poor!” Another child pointed and laughed at Greg. Greg smiled, and they continued playing.

Accommodating Environment 1, Score: (5) Room is large enough for all children to participate in team building activities and work at tables for a small group project.

Accommodating Environment 2, Score: (3) Program space is a partitioned classroom in the middle of a large space used by multiple groups. Children can work on homework, but staff constantly has to tell them to whisper during free time.

Accommodating Environment 3, Score: (5) There are enough chairs for all children, and no complaints about discomfort are heard.

Accommodating Environment 4, Score: (5) Chairs and tables can be moved around to accommodate the different activities.

Accommodating Environment 5 (SA), Score: (3) For some of the children, their feet dangled when they were in their seats.

Warm Welcome 1, Score: (3) Staff was sitting at table as children rolled in. He was talking with one youth about the college football game as several children entered. But later, when a children arrived late, he said, “Kareem, glad you could make it!” with a smile.

Warm Welcome 2, Score: (1) Staff used a negative tone throughout. When it was in a teasing way, targeted children never smiled. Examples: “You don’t really expect me to believe that, do you?” “R thinks the bathrooms are nasty— who thinks he should clean them?”

Warm Welcome 3, Score: (3) Staff smiled & made eye contact during icebreaker, but during child presentations he kept looking at his watch. David said, “Why do you keep lookin’ at your watch?” He frowned and waved his hand (dismissing concern).

Session Flow 1, Score: (3) Session was scheduled for 3:45-4:45. It started at 3:50, and finished at 4:15 (all children gone by 4:20).

Session Flow 2, Score: (3) Staff had pencils ready for everyone at the beginning of the session. But during discussion, some questions came up and she told a child, “Go to my office and get the yellow papers.” The child returned and said she couldn’t find them.

Session Flow 3, Score: (3) Staff distributed ‘Reflection Journals’—bound notebooks with hard covers but she was 2 short. She said, “There aren’t enough for everyone.” She gave two youth scrap paper to write on instead.

Session Flow 4, Score: (5) All staff directions were clear. Example: “Okay, stand in a circle over here, away from the chairs.” Children got up and made a circle.

Session Flow 5, Score: (5) Session was spent quickly going through agenda items. Children appeared engaged throughout, and they appeared to get a lot done (not too slow, not too fast).

Active Engagement 1, Score: (3) The majority of the time was spent sitting and watching a dance video (and 5-minute conversation after). But in the last 10 minutes they practiced their dance positions in front of the mirror.

Active Engagement 2, Score: (3) Some of the children answered the staff's questions about their progress. That was really the only time anyone talked about what they were doing.

Active Engagement 3 (SA), Score: (1) One child says, "This is just like the time I baked a cake with my mom." Staff responds, "Yes, it is a lot like that," but does not elaborate or ask further questions.

Child-Centered Space 1 (SA), Score: (5) Areas of the room are labeled, "Reading Corner", "Art Table", "Costume Box", etc.

Child-Centered Space 2 (SA), Score: (3) Most of the areas have sufficient materials, but in the art corner, children argue about who gets to use the limited number of crayons. This happens 3 times in the course of the session.

Child-Centered Space 3 (SA), Score: (5) All of the items on display, besides basic safety information, are children's art work or projects.

Child-Centered Space 4 (SA), Score: (1) Staff says, "Pass your paintings up to me and I will hang them up. Children are not given any chance to give feedback on what items are displayed or how to display them.

Child-Centered Space 5 (SA), Score: (5) Nearly all of the materials in the area are open-ended. They include: colorful scarves, wooden blocks, crayons, markers and clay.

Child-Centered Space 6 (SA), Score: (5) All of the needed materials are on low shelves in clearly marked containers. Children have "clean up time" in the last 5 minutes of the session.

Child-Centered Space 7 (SA), Score: (5) Children worked in self-selected interest areas from 2:25 to 3:05.

School-Age Leadership 1 (SA), Score: (5) The first hour was homework time. The second hour the children played various games. Several games involved listening, working together, etc. For example, in one game they had to communicate with their eyes closed.

School-Age Leadership 2 (SA), Score: (5) A new student arrives in the program. Staff say, "Vanessa, can you please be Anne's helper today and show her where to put her coat and mittens?"

School-Age Leadership 3 (SA), Score: (5) Children took turns leading games. Each of the five children present led a game. For example, one led a human knot game.

School-Age Choice 1 (SA), Score: (3) One child from each table group was picked to choose which activity to do next.

School-Age Choice 2 (SA), Score: (5) During art time, children are to create an image of their perfect vacation. They can choose whether to draw, paint, collage, or act out their image.

Responsibility 1 (SA), Score: (3) Staff circulated during a science experiment activity using marbles. Staff said "if you need more supplies or want to observe what others are doing, you may do so."

Responsibility 2 (SA), Score: (1) At the beginning of one activity, staff said "Please return to your seats for directions for the next activity." Staff gave clear directions about the next task, and corrected two children who were not following the directions exactly as stated.

school-age pqa stickies activity answer key-ROUND 2

Round Two

Healthy Environment 1, Score: (5) Room is clean and there are no safety hazards.

Healthy Environment 2, Score: (5) Program space is clean.

Healthy Environment 3, Score: (3) Space is well ventilated and mostly well lit. Children in one corner complain about not being able to see enough to draw. Staff allows them to move.

Healthy Environment 4, Score: (1) Several children complain that the room is too hot, but instructor says that they are not able to open the windows or turn up the air conditioning.

Emergency Preparedness 1, Score: (5) There are exit and emergency procedures posted by the door. A diagram shows which door to exit in case of a fire. There is also a list of what to do for other emergencies.

Emergency Preparedness 2, Score: (3) Fire extinguisher is charged and on the wall in the room next to the one where the activities are. You can see it only from some places in the room.

Emergency Preparedness 3, Score: (5) First-aid kit is clearly marked and visible – it's on top of a cabinet in the game room.

Emergency Preparedness 4, Score: (5) At the lifeguard station there are numerous water safety devices – a tube, life vest, rope, etc.

Emergency Preparedness 5, Score: (1) Front door is unlocked (building is in a busy downtown commercial area). There is a sign-in sheet by the door but no one monitors the door.

Emergency Preparedness 6, Score: (X) There is no outdoor program space.

Nourishment 1, Score: (5) Drinking fountain is located in the hallway outside the room where the students meet. A couple children use it on their way in and several children get a drink during a break.

Nourishment 2, Score: (3) Snack was served at 3:45 p.m. One youth came up at 4:00 p.m. and said, "Man, you all are greedy! I didn't even get one snack bar."

Nourishment 3, Score: (1) Snack consisted of cola and cookies.

Skill-Building 1, Score: (5) Staff says, "Today we're going to experiment with gravity." All children work on designing and building a toy wagon. Then, staff challenges them to see which design will go the furthest after rolling down a ramp.

Skill-Building 2, Score: (5) All children are challenged to build a design that goes the furthest.

Skill-Building 3, Score: (1) Staff explains the task and gives suggestions, but does not model skills.

Skill-Building 4, Score: (3) As staff circulates, she interacts with individual children. "What do you need to do first?" "Let's start with the wheels, what would you like to make those out of?" Staff does not interact with all children in this way.

Skill-Building 5, Score: (5) Child says, "I'm stuck! I can't do this." Staff says, "Sure you can." Then staff asks child a series of questions to help him figure out what went wrong with his design and what he can change.

Encouragement 1, Score: (3) Staff uses mostly evaluative language, but at one point says, "The solutions you're presenting demonstrate that you've really considered all of the alternatives!"

Encouragement 2, Score: (3) Staff asked questions but only during pair activity. Examples: "What's next?" "What is your idea?" "How can we make that happen?" The rest of the session was directed by staff and few questions were asked.

Managing Feelings 1 (SA), Score: (3) Two children have a fight about markers and one child hits another. Staff says to both children, “I know it can be frustrating to have to share,” and asks the child who was hit how she feels.

Managing Feelings 2 (SA), Score: (1) Staff says, “You hit her because you were frustrated. But hitting is not nice.”

Managing Feelings 3 (SA), Score: (5) The staff takes the child who hit to “cool down corner” and sits quietly with her until she is less upset.

Managing Feelings 4 (SA), Score: (5) Staff brings the two children together and helps them figure out a way to share the markers. One child says, “I think we should agree to put the markers down when we’re done using it and let someone else have a turn.”

Belonging 1, Score: (5) At the beginning of the session, staff said, “We’re gonna go around. Say your name and if you were a superhero, say who you would be.” Each student did this.

Belonging 2, Score: (1) Children seemed to know each other’s names and had some inclusive conversation. Example, “L, you goin tonight?” Two children, however, did not talk, and left as soon as activities ended. Staff did not attempt to engage these youth.

Belonging 3, Score: (3) Staff said, “What did you all think of that?” J said, “It was cool.” No one else said anything, but two children nodded their heads.

Belonging 4 (SA), Score: (1) At the beginning, all children are seated in one large circle for group welcome games. Afterwards, they all go to their individual stations to work on art projects. They work alone for the rest of the session.

Interaction With Adults 1 (SA), Score: (3) During a free choice activity, staff sat or kneeled with the children.

Interaction With Adults 2 (SA), Score: (1) After giving instructions, staff spends the majority of their time at their desk. Staff answers questions when children approach, but otherwise children work independently.

Interaction With Adults 3 (SA), Score: (3) As children raised their hands for help, a staff member would go to them to offer assistance.

Interaction With Adults 4 (SA), Score: (3) Staff primarily modeled positive interaction with the group, except for two times when a staff member yelled at one boy, once saying “Bryan! You know you are not supposed to be out of your chair!”

School-Age Planning 1 (SA), Score: (5) Children are writing a story. Staff begins the activity by having the children brainstorm a topic. After brainstorming several possible themes, children vote and decide they will each write a ghost story.

School-Age Planning 2 (SA), Score: (5) After children brainstorm and select a topic for their stories, the staff instructs them to individually make a “word web” for what they want to include in their own story.

School-Age Planning 3 (SA), Score: (3) As staff circulates during planning, staff asks a few children about their plans. These children informally talk about their plans.

Reflection 1, Score: (5) After a racism simulation, staff had students write for ten minutes: “Write about how you felt and what came up for you during that experience.” She then had pairs discuss. Then she facilitated a full group discussion.

Reflection 2, Score: (5) They did reflection in three ways: writing about simulation, discussing, and moving to areas of the room based on how they felt about the activity.

Reflection 3, Score: (5) With 5 minutes left, staff distributed index cards and asked youth to “Write one thing you liked about today’s session and one thing you would have changed.” She then collected the cards.

<div> <div>Safe</div> <div> <div> <div>Emotional Safety</div> <div>Healthy Environment</div> <div>Emergency Preparedness</div> <div>Accommodating Environment</div> <div>Nourishment</div> </div> <div> <div>Psychological and emotional safety is promoted.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Safe</div> <div> <div> <div>Emotional Safety</div> <div>Healthy Environment</div> <div>Emergency Preparedness</div> <div>Accommodating Environment</div> <div>Nourishment</div> </div> <div> <div>The physical environment is safe and free of health hazards.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Safe</div> <div> <div> <div>Emotional Safety</div> <div>Healthy Environment</div> <div>Emergency Preparedness</div> <div>Accommodating Environment</div> <div>Nourishment</div> </div> <div> <div>Appropriate emergency procedures and supplies are present.</div> </div> </div> <div>Environment</div> </div>
<div> <div>Safe</div> <div> <div> <div>Emotional Safety</div> <div>Healthy Environment</div> <div>Emergency Preparedness</div> <div>Accommodating Environment</div> <div>Nourishment</div> </div> <div> <div>Program space and furniture accommodate the activities.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Safe</div> <div> <div> <div>Emotional Safety</div> <div>Healthy Environment</div> <div>Emergency Preparedness</div> <div>Accommodating Environment</div> <div>Nourishment</div> </div> <div> <div>Healthy Food and drinks are provided.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Supportive</div> <div> <div> <div>Warm Welcome</div> <div>Session Flow</div> <div>Active Engagement</div> <div>Skill-Building</div> <div>Encouragement</div> <div>Child-Centered Space</div> </div> <div> <div>Staff provides a welcoming atmosphere.</div> </div> </div> <div>Environment</div> </div>
<div> <div>Supportive</div> <div> <div> <div>Warm Welcome</div> <div>Session Flow</div> <div>Active Engagement</div> <div>Skill-Building</div> <div>Encouragement</div> <div>Child-Centered Space</div> </div> <div> <div>Session flow is planned, presented, and paced for children.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Supportive</div> <div> <div> <div>Warm Welcome</div> <div>Session Flow</div> <div>Active Engagement</div> <div>Skill-Building</div> <div>Encouragement</div> <div>Child-Centered Space</div> </div> <div> <div>Activities support active engagement.</div> </div> </div> <div>Environment</div> </div>	<div> <div>Supportive</div> <div> <div> <div>Warm Welcome</div> <div>Session Flow</div> <div>Active Engagement</div> <div>Skill-Building</div> <div>Encouragement</div> <div>Child-Centered Space</div> </div> <div> <div>Staff supports children in building skills.</div> </div> </div> <div>Environment</div> </div>

<div> <div>Supportive</div> <div>Environment</div> <div> <div> Warm Welcome Session Flow Active Engagement Skill-Building Encouragement Child-Centered Space </div> <div> Staff supports children with encouragement. </div> </div> </div>	<div> <div>Supportive</div> <div>Environment</div> <div> <div> Warm Welcome Session Flow Active Engagement Skill-Building Encouragement Child-Centered Space </div> <div> The physical environment is flexible and child-centered. </div> </div> </div>	<div> <div>Inter</div> <div>action</div> <div> <div> Managing Feelings Belonging School-Age Leadership Interaction with Adults </div> <div> Staff encourages children to manage feelings and resolve conflicts appropriately </div> </div> </div>
<div> <div>Inter</div> <div>action</div> <div> <div> Managing Feelings Belonging School-Age Leadership Interaction with Adults </div> <div> Children have opportunities to develop a sense of belonging. </div> </div> </div>	<div> <div>Inter</div> <div>action</div> <div> <div> Managing Feelings Belonging School-Age Leadership Interaction with Adults </div> <div> Children have opportunities to practice leadership skills. </div> </div> </div>	<div> <div>Inter</div> <div>action</div> <div> <div> Managing Feelings Belonging School-Age Leadership Interaction with Adults </div> <div> Staff engages with children in positive ways. </div> </div> </div>
<div> <div>Engage</div> <div>ment</div> <div> <div> School-Age Planning School-Age Choice Reflection Responsibility </div> <div> Children have opportunities make plans. </div> </div> </div>	<div> <div>Engage</div> <div>ment</div> <div> <div> School-Age Planning School-Age Choice Reflection Responsibility </div> <div> Children have opportunities to make choices based on their interests. </div> </div> </div>	<div> <div>Engage</div> <div>ment</div> <div> <div> School-Age Planning School-Age Choice Reflection Responsibility </div> <div> Children have opportunities to reflect. </div> </div> </div>

IV

Engage

ment

School-Age Planning
School-Age Choice
Reflection
Responsibility

Children are encouraged to exercise independence and take on responsibilities.

IV

Engage

ment

Ways to Use These Cards

Pick a Card and:

Brainstorm how to achieve a score of 5 in that area.

IV

Engage

ment

Ways to Use These Cards

Pick a Card and:

Celebrate a success!

Plan for improvement!

IV

Engage

ment

Ways to Use These Cards

Sort Cards by:

Areas for improvement

Personal strengths

IV

Engage

ment

Pyramid of Program Quality

IV

Engage

ment

Safe Environment

Children are physically and emotionally safe

IV

Engage

ment

Supportive Environment

Adults support children to learn and grow

IV

Engage

ment

Interaction

Children support each other and experience a sense of belonging

IV

Engage

ment

Engage

Children have opportunities to plan, make choices and reflect

Ways to Use These Cards

Pick a Card and:

**Celebrate a
success!**

**Plan for
improvement!**

Ways to Use These Cards

Pick a Card and:

**Brainstorm how to
achieve a score
of 5 in that area.**

Ways to Use These Cards

Sort Cards by:

**Areas for
improvement**

Personal Strengths

Ways to Use These Cards

Pick a card and:

**Look for
examples in your
programming.**

I. SAFE ENVIRONMENT

Emotional Safety

1. Positive emotional climate
2. Lack of bias

Healthy Environment

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

Emergency Preparedness

1. Posted emergency procedures
Where are the emergency procedures posted?
2. Accessible fire extinguisher
Is there an accessible fire extinguisher?
3. Visible first-aid kit
Is there an accessible first aid kit?
4. Appropriate safety equipment
Does the site have any special safety or emergency equipment?
5. Supervised indoor entrances
Are entrances to the indoor program space supervised?
6. Supervised access to outdoors
Is access to the outdoor program space supervised?

Accommodating Environment

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

Nourishment

1. Available drinking water
2. Plentiful food and drinks
3. Nutritious food and drink

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1. Children greeted
2. Staff warm and respectful
3. Positive staff body language

Session Flow

1. Starts and ends on time
Scheduled starting time: _____
Actual starting time: _____
Scheduled end time: _____
Actual end time: _____
2. Materials ready
3. Sufficient materials
4. Explains activities clearly
5. Appropriate time for activities

II. SUPPORTIVE ENVIRONMENT (continued)

Active Engagement

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

Skill-Building

1. Learning Focus linked to activity
2. Staff encourages to try skills
3. Staff models skills
4. Staff breaks down tasks
5. Support for struggling youth

Encouragement

1. Staff uses non-evaluative language
2. Staff asks open-ended questions
3. Staff actively involved

Child-Centered Space

1. (SA) Well-defined interest areas
2. (SA) Sufficient materials in interest areas
3. (SA) Children's work displayed
Who made and/or selected what is displayed on the walls?
4. (SA) Children select displays
5. (SA) Open-ended materials
6. (SA) Easily accessible materials
7. (SA) Thirty minutes interest-based activities

III. INTERACTION

Managing Feelings

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

Belonging

1. Opportunities for youth to get to know each other
2. Inclusive relationships
3. Youth identify with program
4. (SA) Structured small group activities

School-Age Leadership

1. (SA) Practice group process skills
2. (SA) Opportunities to help another child
3. (SA) Structured opportunity to lead group

Interaction with Adults

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

IV. ENGAGEMENT

School-Age Planning

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

School-Age Choice

1. (SA) Authentic choices
2. (SA) Open-ended choices

Reflection

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

Responsibility

1. (SA) Opportunities for routine tasks
2. (SA) Staff do not intervene intrusively

OTHER NOTES