

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

HEALTHY ENVIRONMENT | The physical environment is safe and free of health hazards.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
<p>1. There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.</p>	<p>The program space is free of health and safety hazards.</p>	<p>There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.</p>	<input type="checkbox"/>
<p>2. The program space is clean and sanitary.</p>	<p>There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.</p>	<p>There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.</p>	<input type="checkbox"/>
<p>3. Ventilation or lighting is inadequate in some areas in the program space.</p>	<p>Ventilation and lighting are adequate in the program space.</p>	<p>There are major inadequacies in either ventilation or lighting in the program space.</p>	<input type="checkbox"/>
<p>4. The temperature is comfortable for all activities in the program space.</p>	<p>The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.</p>	<p>The temperature is uncomfortable for some activities and/or in some areas of the program space.</p>	<input type="checkbox"/>



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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, without sufficient room to move freely.	Program space is crowded in some areas.	Program space allows youth and adults to move freely while carrying out activities (e.g., room accommodates all participants without youth 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 comfortable and of sufficient quantity for all youth participating in the program offering.	Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	Furniture is neither comfortable nor of sufficient quantity for the program offering.	<input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4. Physical environment can be modified to meet the needs of the program offering, but youth and/or staff are discouraged from doing so.	Physical environment cannot be modified to meet the needs of the program offering.	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"/> 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?



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II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | **SKILL-BUILDING** | ENCOURAGEMENT | REFRAMING CONFLICT

SKILL-BUILDING | Staff supports youth in building skills.

ITEMS				SUPPORTING EVIDENCE/ANECDOTES
<p>1. Staff tells youth 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.</p>	<p>Staff tells youth 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).</p>	<p>Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).</p>	<input type="checkbox"/>	
<p>2. Staff encourages all youth to try out skills or attempt higher levels of performance.</p>	<p>Staff encourages some youth to try out skills or attempt higher levels of performance.</p>	<p>Staff does not encourage youth to try out skills or attempt higher levels of performance.</p>	<input type="checkbox"/>	
<p>3. Staff does not model skills.</p>	<p>Staff models skills for all youth.</p>	<p>Staff models skills for some youth.</p>	<input type="checkbox"/>	
<p>4. Staff breaks difficult task(s) into smaller, simpler steps for some youth.</p>	<p>Staff does not break difficult task(s) into smaller, simpler steps for any youth or there are no tasks of sufficient difficulty to warrant explaining steps.</p>	<p>Staff breaks difficult task(s) into smaller, simpler steps for all youth (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).</p>	<input type="checkbox"/>	
<p>5. When youth struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., youth 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).</p>	<p>When youth struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment, or making fun of the child.</p>	<p>When youth struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous youth are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling youth).</p>	<input type="checkbox"/>	<p>If no youth 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,</p>



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III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

COLLABORATION | Youth have opportunities to collaborate and work cooperatively with others.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. Staff does not provide opportunities for youth to work cooperatively as a team or in a group.	Staff provides opportunities for all youth to work cooperatively as a team or in a group.	Staff provides opportunities for some youth to work cooperatively as a team or in a group.	<input type="checkbox"/>
2. Staff provides the opportunity for some youth to participate in activities with interdependent roles.	Staff does not provide opportunities for interdependent youth roles.	Staff provides all youth opportunities to participate in activities with interdependent roles (e.g. note-taker, treasurer, spokesperson for planning committee; tennis players, singles or doubles).	<input type="checkbox"/>
3. Staff provides opportunities for all youth (groups or individuals) to work toward shared goals (e.g., each youth contributes a section to a story, youth build a catapult together).	Staff provides opportunities for some youth to work toward shared goals.	Staff does not provide opportunities for youth to work toward shared goals.	<input type="checkbox"/>



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III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

ADULT PARTNERS | Youth have opportunities to partner with adults.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (Y) Staff attempts to share control with youth but ends up controlling most activities themselves.	Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups or individually guided activities).	Staff rarely shares or attempts to share control of activities with youth.	<input type="checkbox"/>
2. (Y) Staff provides no explanation or reason for behavioral expectations, guidelines or directions given to youth.	Staff provides an explanation or reason for every behavioral expectation, guideline or direction given to youth.	Staff provides an explanation or reason for some behavioral expectations, guidelines or directions given to youth.	<input type="checkbox"/> Score X if no behavioral directions or guidelines are given.



Page in hand-book	Page in tool	Youth PQA Item Summary		Page in hand-book	Page in tool
SAFE ENVIRONMENT		SUPPORTIVE ENVIRONMENT (CONTINUED)			
	3	Emotional Safety	Skill Building (continued)		11
50		Positive emotional climate	Staff models skills	73	
51		Lack of bias	Staff breaks down tasks	78	
	4	Healthy Environment	Support for struggling youth	79	
53		Free of health and safety hazards	Encouragement		12
53		Clean and sanitary	Staff uses non-evaluative language	82	
53		Adequate ventilation and lighting	Staff asks open-ended questions	82	
54		Comfortable temperature	Staff actively involved	83	
	5	Emergency Preparedness	Reframing Conflict		13
55		Posted emergency procedures	(Y) Staff approaches calmly	85	
55		Accessible fire extinguisher	(Y) Staff seeks youth input	85	
55		Visible first-aid kit	(Y) Youth examine actions and consequences	86	
56		Appropriate safety equipment	(Y) Staff acknowledges and follows up	86	
56		Supervised indoor entrances	INTERACTION		
57		Supervised access to outdoors	Belonging		14
	6	Accommodating Environment	Opportunities for youth to get to know each other	90	
58		Sufficient Space	Inclusive relationships	91	
58		Suitable Space	Youth identify with program	92	
59		Enough comfortable furniture	(Y) Public acknowledgement of achievements	93	
59		Flexible physical environment	Collaboration		15
	7	Nourishment	(Y) Opportunities to work cooperatively	94	
60		Available drinking water	(Y) Interdependent roles	95	
60		Plentiful food and drinks	(Y) Shared goals	96	
61		Nutritious food and drink	Leadership		16
SUPPORTIVE ENVIRONMENT			(Y) Practice group process skills	97	
	8	Warm Welcome	(Y) Mentoring opportunities	98	
64		Youth greeted	(Y) All youth lead group	98	
65		Staff warm and respectful	Adult Partners		17
66		Positive staff body language	(Y) Staff shares control with youth	100	
	9	Session Flow	(Y) Expectations explained	102	
67		Starts and ends on time	ENGAGEMENT		
67		Materials ready	Planning		18
68		Sufficient materials	(Y) Opportunities to make plans	106	
68		Explains activities clearly	(Y) Multiple planning strategies used	107	
69		Appropriate time for activities	Choice		19
	10	Active Engagement	(Y) Content choices	104	
71		Youth engage with materials or ideas	(Y) Process alternatives	105	
72		Youth talk about activities	Reflection		20
73		(Y) Balance concrete and abstract	Intentional reflection	110	
74		(Y) Tangible products or performance	Multiple reflection strategies	111	
	11	Skill Building	Structured opportunities to provide feedback	112	
75		Learning focus linked to activity	(Y) Structured opportunities to present to a group	113	
77		Staff encourages youth to try skills	Items noted with a (Y) are unique to the Youth PQA		

EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
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 youth or staff.	3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.	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 youth.
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).	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.	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.

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 youth, 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.

ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows youth and staff to move freely while carrying out activities (e.g., room accommodates all participants without youth 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 youth participating in the program offering.	<input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
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 youth 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"/> 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?

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

- a) Room is large enough for all youth to participate in team building activities and work at tables for a small group project.
- b) Chairs and tables can be moved around to accommodate the different activities.
- c) There are enough chairs for all youth, but the chairs were obviously intended for much younger children and are too small for most of the youth to sit comfortably.
- d) Program is in a partitioned room in a larger space used by multiple groups. Youth can do any activities, but because sound isn't blocked, they have to whisper and move quietly during presentations and games.

WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 No youth are greeted by staff as they arrive or at the start of the session.	3 Some youth are greeted by staff as they arrive or at the start of the session.	5 All youth 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:

- a) Staff was sitting at table as youth rolled in. He was talking with one youth about the college football game as several youth entered. But later, when a youth arrived late, he said, "Kareem, glad you could make it!" with a smile.
- b) Staff was negative throughout. It was often in a teasing way but targeted youth 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?"
- c) Staff smiled & made eye contact during icebreaker, but during youth 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 | Session flow is planned, presented & paced for youth.

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 _____ <hr/> <input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left. <hr/> <input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left. <hr/> <input type="checkbox"/> <hr/> <input type="checkbox"/>
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).	
3.	1 There are only enough materials and supplies prepared for less than half of the youth to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the youth to begin activities.	5 There are enough materials and supplies prepared for all youth to begin activities.	
4.	1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., youth appear to understand directions; sequence of events and purpose are clear).	
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 youth 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., youth do not appear rushed; most youth who are generally on task finish activities; most youth do not finish significantly early with nothing planned to do).	

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:

- Session was spent quickly going through agenda items. Youth 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 youth gone by 4:20).
- All staff directions were clear. Example: "Okay, stand in a circle over here, away from the chairs." Youth 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 youth scrap paper to write on instead.
- Staff had pencils ready for everyone at the beginning of the session. But during discussion, some questions came up and she told a youth, "Go to my office and get the yellow papers." The youth returned and said she couldn't find them.

ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 The activities provide no opportunities for youth to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.	3 The activities provide opportunities for youth to engage with materials or ideas for less than half of the time.	5 The activities involve youth 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.	<input type="checkbox"/>
2.	1 Staff does not provide youth any 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 youth 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 youth to explain what they are doing or why, staff has half the group explain their art project to another youth).	5 During activities, staff provides all youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each youth explains the reasoning behind their design to staff; staff assigns youth to small groups to work on a shared task).	<input type="checkbox"/>
3. (Y)	1 The activities focus almost exclusively on abstract learning or concepts, providing limited or no related concrete experiences (activities almost exclusively consist of learning about a topic; lecture format).	3 The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning (activities almost entirely consist of youth doing, practicing, or experiencing, without learning about or discussing the how, what, or why).	5 The activities balance concrete experiences involving materials, people, and projects (e.g., field trips, experiments, interviews, practicing dance routines, creative writing) with abstract learning or concepts (e.g., learning/talking about a topic, lectures, staff providing diagrams/formulas).	<input type="checkbox"/>
4. (Y)	1 The activities do not (will not) lead to tangible products or performances.	3 The activities lead (or will lead) to tangible products/performances, but do not reflect ideas or designs of youth (e.g., youth will perform dances selected by staff, all youth make birdhouses according to the design supplied by staff).	5 The program activities lead (or will lead in future sessions) to tangible products/performances that reflect youths' ideas/designs (e.g., youth explain their projects to whole group, all create dance routines to perform later, youth create their own sculptures).	<input type="checkbox"/>

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

- The video talked about “dancing your feelings” and after the videos the group discussed this; that is, staff said, “What does it mean to dance your feelings?” Then they practiced positions. The discussion was abstract, but the practice was concrete.
- Staff said, “Okay, you had some time to practice positions. Next week we’ll work on your routines for the show. We’re going to have a great performance!” The tangible product is the show, but staff choreographed the dance, chose music, etc.
- 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 youth answered staff’s questions about their progress. That was really the only time anyone talked about what they were doing.

LEADERSHIP | Youth have opportunities to act as group facilitators & mentors.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (Y)	1 Staff does not provide all youth opportunities to practice group-process skills.	3 Staff provides all youth at least a limited opportunity to practice group-process skills (e.g., a full-group discussion is long enough for all youth to contribute, youth briefly share in pairs).	5 Staff provides all youth multiple or extended opportunities to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	<input type="checkbox"/>
2. (Y)	1 Staff does not provide opportunities for youth to mentor an individual.	3 Staff provides opportunities for some youth to mentor an individual.	5 Staff provides opportunities for all youth to mentor an individual (e.g., youth teach or coach each other).	<input type="checkbox"/>
3. (Y)	1 Staff does not provide opportunities for youth to lead a group.	3 Staff provides opportunities for some youth to lead a group (e.g., some youth lead warmup exercises, some youth lead a small-group discussion).	5 Staff provides all youth one or more opportunities to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity).	<input type="checkbox"/>

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

- a) No mentoring observed.
- b) Youth took turns leading games. Each of the five youth present led a game. For example, one led a human knot game.
- c) The first hour was homework time. The second hour the youth played various games. Several games involved listening, working together, etc. For example, in one game they had to communicate with their eyes closed.

ADULT PARTNERS | Youth have opportunities to partner with adults.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (Y)</p>	<p>1 Staff rarely shares or attempts to share control of activities with youth.</p>	<p>3 Staff attempts to share control with youth but ends up controlling most activities themselves.</p>	<p>5 Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups or individually guided activities).</p>
<p>2. (Y)</p>	<p>1 Staff provides no explanation or reason for behavioral expectations, guidelines, or directions given to youth.</p>	<p>3 Staff provides an explanation or reason for some behavioral expectations, guidelines, or directions given to youth.</p>	<p>5 Staff provides an explanation or reason for every behavioral expectation, guideline, or direction given to youth.</p>

SUPPORTING EVIDENCE/ANECDOTES

Score X if no behavioral directions or guidelines are given.

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

a) Youth are creating a play about a social issue. Staff guides youth through brainstorming and selecting a topic, then guides them through a planning process to decide what type of committees they should have.

b) Staff says, "Please sit quietly when you have finished your paper so that the students who have not finished can concentrate." No other behavioral guidelines given.

CHOICE | Youth have opportunities to make choices based on their interests.

Note: (a) Discrete refers to a finite list of specific alternatives. (b) Open-ended indicates non-discrete, open possibilities within some boundaries. (c) All youth refers to situations where all youth make individual choices or situations where all youth participate in group decision making.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (Y)	1 Staff does not provide opportunities for all youth to make content choices.	3 Staff provides opportunities for all youth to choose among content alternatives, but choices are limited to discrete choices presented by the leader.	5 Staff provides opportunities for all youth to make at least one open-ended content choice within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics, or aspects of a given topic). <input type="checkbox"/>
2. (Y)	1 Staff does not provide opportunities for all youth to make process choices.	3 Staff provides opportunities for all youth to choose among process alternatives, but choices are limited to discrete choices presented by the leader.	5 Staff provides opportunities for all youth to make at least one open-ended process choice (e.g., youth decide roles, order of activities, tools or materials, or how to present results). <input type="checkbox"/>

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

- a) Staff said, "You all have an article and a picture. You have 10 minutes to come up with a creative way to present those to the rest of the group. Make it exciting! Any questions?"
- b) Staff said, "Okay, you get to choose. You can either play checkers, chess, or cards."

youth pqa stickies activity answer key - ROUND ONE

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 youth pointed and laughed at Greg. Greg smiled, and they continued playing.

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

Accommodating Environment 2, Score: (3) Program is in a partitioned room in a larger space used by multiple groups. Youth can do any activities, but because sound isn’t blocked, they have to whisper and move quietly during presentations and games.

Accommodating Environment 3, Score: (3) There are enough chairs for all youth, but the chairs were obviously intended for much younger children and are too small for most of the youth to sit comfortably.

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

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

Warm Welcome 2, Score: (1) Staff used a negative tone throughout. It was often in a teasing way but targeted youth 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 youth 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 youth 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 youth, “Go to my office and get the yellow papers.” The youth 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.” Youth got up and made a circle.

Session Flow 5, Score: (5) Session was spent quickly going through agenda items. Youth 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 youth answered the staff's questions about their progress. That was really the only time anyone talked about what they were doing.

Active Engagement 3 (Y), Score: (5) The video talked about "dancing your feelings" and after the videos the group discussed this; that is, staff said, "What does it mean to dance your feelings?" Then they practiced positions. The discussion was abstract, but the practice was concrete.

Active Engagement 4 (Y), Score: (3) Staff said, "Okay, you had some time to practice positions. Next week we'll work on your routines for the show. We're going to have a great performance!" The tangible product is the show, but staff choreographed the dance, chose music, etc.

Leadership 1 (Y), Score: (5) Several games involved listening, working together, etc. For example, in one game they had to communicate with their eyes closed.

Leadership 2 (Y), Score: (1) No mentoring observed.

Leadership 3 (Y), Score: (5) Youth took turns leading games. Each of the five youth present led a game. For example, one led a human knot game.

Adult Partners 1 (Y), Score: (5) Youth are creating a play about a social issue. Staff guides youth through brainstorming and selecting a topic, then guides them through a planning process to decide what type of committees they should have.

Adult Partners 2 (Y), Score: (5) Staff says, "Please sit quietly when you have finished your paper so that the students who have not finished can concentrate." No other behavioral guidelines given.

Choice 1 (Y), Score: (3) Staff said, "Okay, you get to choose. You can either play checkers, chess, or cards."

Choice 2 (Y), Score: (5) Staff said, "You all have an article and a picture. You have 10 minutes to come up with a creative way to present those to the rest of the group. Make it exciting! Any questions?"

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

Supportive Environment

*Warm Welcome
Session Flow
Active Engagement
Skill-Building
Encouragement
Reframing Conflict*

Staff supports youth with encouragement.

Supportive Environment

*Warm Welcome
Session Flow
Active Engagement
Skill Building
Encouragement
Reframing Conflict*

Staff uses youth-centered approaches to reframe conflict.

Interaction

*Belonging
Collaboration
Leadership
Adult Partners*

Youth have opportunities to develop a sense of belonging.

Interaction

*Belonging
Collaboration
Leadership
Adult Partners*

Youth have opportunities to collaborate and work cooperatively with others.

Interaction

*Belonging
Collaboration
Leadership
Adult Partners*

Youth have opportunities to act as group facilitators and mentors.

Interaction

*Belonging
Collaboration
Leadership
Adult Partners*

Youth have opportunities to partner with adults.

Engagement

*Planning
Choice
Reflection*

Youth have opportunities to make plans.

Engagement

*Planning
Choice
Reflection*

Youth have opportunities to make choices based on their interests.

Engagement

*Planning
Choice
Reflection*

Youth have opportunities to 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

Pick a card and:

Look for examples in your programming.

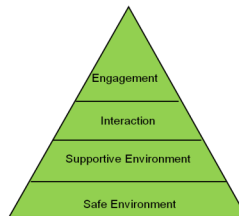
Ways to Use These Cards

Sort Cards by:

Areas for improvement

Personal Strengths

Pyramid of Youth Program Quality

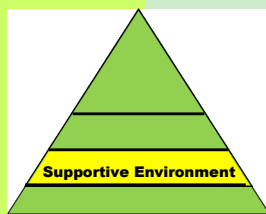


Safe Environment



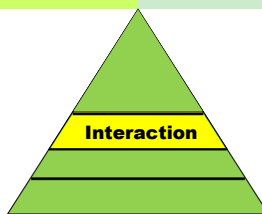
Youth are physically and emotionally safe.

Supportive Environment



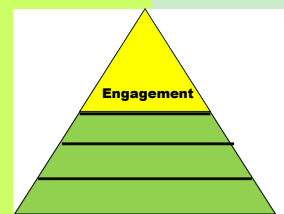
Adults support youth to learn and grow.

Interaction



Youth support each other and experience a sense of belonging.

Engagement



Youth 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

Nourishment

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

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1. Youth 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. Youth engage with materials or ideas
2. Youth talk about activities
3. (Y) Balance concrete and abstract
4. (Y) Tangible products or performances

Skill-Building

1. Learning Focus linked to activity
2. Staff encourages youth 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. (Y) Staff actively involved

Reframing Conflict

1. (Y) Staff approaches calmly
2. (Y) Staff seeks youth input
3. (Y) Youth examine actions and consequences
4. (Y) Staff acknowledges and follows up

III. INTERACTION

Belonging

1. Opportunities for youth to get to know each other
2. Inclusive relationships
3. Youth identify with program
4. (Y) Public acknowledgement of achievements

Collaboration

1. (Y) Opportunities to work cooperatively
2. (Y) Interdependent roles
3. (Y) Shared goals

Leadership

1. (Y) Practice group process skills
2. (Y) Mentoring opportunities
3. (Y) All youth lead group

Adult Partners

1. (Y) Staff shares control with youth
2. (Y) Expectations explained

IV. ENGAGEMENT

Planning

1. (Y) Opportunities to make plans
2. Multiple planning strategies used

Choice

1. (Y) Content choices
2. (Y) Process alternatives

Reflection

1. Intentional reflection
2. Multiple reflection strategies
3. Structured opportunities to provide feedback
4. (Y) Structured opportunities to present to a group

In the course of the program offering, do youth make presentations?

OTHER NOTES