21st Century Community Learning Centers at Boys & Girls Clubs of Larimer County

Written by:
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Dates of Service:
August 26th, 2018- Present

Truscott Elementary
Monroe Elementary

Cohort: VIII
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Program History

Boys & Girls Clubs of Larimer County’s mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. Since 1989, we have provided a safe, positive, and enriching environment for youth ages 6-18. In Larimer County, BGCLC is the only comprehensive, facility-based, after-school and school-break program that includes academic support, meals, program enrichment for positive youth development, and mentoring.

In partnership with Thompson School District, Boys & Girls Clubs of Larimer County opened two 21st Century Community Learning Centers in 2018. These centers are located at Monroe and Truscott Elementary Schools in Loveland. Both schools have over 70% of students qualifying for free and reduced lunch. These schools were also either underperforming or nearly under performing in student academic achievement scores according to state report cards. Specifically, students who qualify for free and reduced lunch, speak English as a second language, or have a diagnosed learning disability and were falling more behind, according to district scores.

Boys & Girls Clubs of Larimer County, along with Thompson School District, devised a robust plan that gives students at these two targeted schools access to quality out-of-school programming. These sites offer reading and literacy programming, incorporate robust enrichment activities in conjunction with community partners, and create more family engagement opportunities for parents.

Program Goals

These 21st CCLC Boys & Girls Club sites, have four main goals:
1. To decrease chronic absenteeism,
2. To help students meet the challenging state academic standards,
3. To increase student’s essential skills,
4. To increase family involvement in their child’s education.

Boys & Girls Club sites at Monroe and Truscott Elementary aims to decrease chronic absenteeism in regular BGC attendees by 10%. In order to achieve this, BGC offered fun and engaging enrichment activities that students want to participate in. Our attendance policy requires youth to attend school in order to participate in Boys & Girl Club during out of school time. To measure this result we used school attendance records to compare student’s attendance at the beginning of the year and end of the year.

Boys & Girls Clubs has the goal of having 20% of students improving their CMAS scores by the third year of the grant. To help students meet the challenging State academics standards, we offered a variety of literacy and math programs and activities in order to support students in these areas. To measure these results, we compare CMAS scores of students from year to year. We also evaluate student’s enjoyment of reading by offering pre and post surveys each year.

We aim to increase student’s essential skills by offering targeted enrichment programming. This effort was focused on in our Essential Skills or Social Emotional Learning program. Growth in student’s essential skills is measured through pre and post surveys as well as staff observation of students.

Boys & Girls Club sites aim to increase active and meaningful engagement of families with their child’s education. This was done by offering monthly family nights focused on engaging children in literacy and math skills with their families. This is measured through family surveys offered each semester.
PROGRAM DESCRIPTION

Program Activities

Boys & Girls Club 21st Century Community Learning Centers offer a wide range of academic and enrichment programming for participants. Please see our offerings in the table below. Each of these programs are offered at an age appropriate level.

Music & Art

National Arts Contests enable youth to develop their creativity and cultural awareness through visual arts and design. Youth have the opportunity to participate in art competitions that are exhibited and judged locally, regionally and nationally. Mediums include: watercolor, pastels, oil and acrylic paint, printmaking, collage, mixed media, colored pencil, monochromatic and group project.

MusicMakers, a music education program. In this program youth will learn basic music making through movement, songs, rhymes and simple instrumental instruction in a group setting. Basic musical concepts are taught by utilizing common playground equipment such as rubber balls and jump ropes in a musical fashion, as well as basic drum and guitar techniques on acoustic instruments.

Athletics

Triple Play is a comprehensive health and wellness initiative that strives to improve the overall health of youth by increasing their daily physical activity while teaching them good nutrition habits through cooking lessons and interactive activities.

STEM

Hour of Code is a program designed to expose youth to coding and computer science. Youth are taught the basics of coding and can earn program advancements by completing different tasks.

STEM programs focus on building youth’s skills in the areas of science, technology, engineering and math. During STEM Time, youth compete in teams and independently in different real-world STEM challenges after learning about a new STEM concept.

Homework Help

Power Hour is designed to support youth both completing their homework assignments and skill building based on lessons from school. This program provides resources for incorporating technology, supporting tutoring and making homework fun.

Project Learn is a program designed to bridge knowledge and skill gaps of youth. This program helps support learning by providing educational-based fun and hands-on activities. All activities are age specific and are designed to reinforce what students are working on in the classroom, i.e. Lego robotics, spelling competitions, poetry design and more.
Social & Emotional Learning

The SMART (Skills Mastery and Resilience) Moves program is a nationally acclaimed prevention program, tailored for all different ages. Participants will be exposed to various activities designed to develop their decision-making and critical-thinking skills, as well as learn how to avoid unhealthy choices such as alcohol, tobacco, other drugs and unhealthy relationships.

Youth for Unity is a program that supports and promotes diversity and inclusion. Youth for Unity helps youth better understand diversity and combat prejudice, bigotry and discrimination while building empathy and compassion for others.

Our Essential Skills Program focuses on building skills around self awareness, personal responsibility, resiliency, teamwork, civic engagement, and character.

Special Initiatives

Youth of the Year has been Boys & Girls Clubs of America’s premier recognition program since 1947, celebrating the extraordinary achievements of Club youth. Each year, members of the Boys & Girls Clubs of Larimer county compete at the Club and county level for the opportunity to represent our organization at the state, regional and national level.

Million Members, Million Hours of Service is an initiative to involve youth in community service activities year-round. As a national organization, it is our collective goal that at least 1 million youth will perform 1 million hours of service each year.

The goal of the LGBTQ Inclusion Initiative and the Safe Zone Project is to increase the capacity of Boys & Girls Clubs to provide a safe, positive and inclusive environment for youth, teens, staff and families of all sexual orientations, gender identities and gender expressions.
EVALUATION BACKGROUND

Evaluated Components

Though our goals center on our 21st CCLC Grant Performance Measurements, we also evaluate the overall program using the Weikart Center for Youth Development Program Quality Assessment. You can learn more about the Weikart assessment tool in the Evaluation Methods section.

Other elements of programming are evaluated based on student and parent feedback collected through surveys or information provided by Thompson School District. These include family engagement, reading enjoyment and social emotional skill surveys. Student attendance and CMAS scores are collected through our partnership with Thompson School District.

Purpose of Evaluation

The purpose of evaluating our program is to ensure continuous quality improvement. Continuous quality improvement ideally means that our program will continue to evolve and get better over time. By evaluating the program, we’ve learned what is currently working and what needs to be changed in order to reach the goals.

EVALUATION METHODS

Boys & Girls Clubs’ 21st CCLC sites evaluate the areas of overall program quality, family engagement, student school attendance, essential skill development and academic achievement.

To assess overall program quality, we use the Weikart Center for Youth Development Program Assessment Tool. The Weikart assessment tool is a validated instrument designed to measure the quality of youth programs and identify staff training needs. The assessment includes domains of safe environment, supportive environment, interaction, engagement, youth-centered policies and practices, high expectations for youth and staff, and access. Staff at both sites had the opportunity to observe and assess the implementation of programs. A copy of this tool can be found in the appendix.

To evaluate family engagement, surveys for youth and families were created by our site coordinators to measure reading enjoyment and essential skill development. Examples of these can be found in the appendix.

To assess student attendance and academic achievement, we partner with Thompson School District to measure the achievement of BGC participants. The data gathered is compared to data collected throughout the year and from years past. Student CMAS scores are compared from year to year, while attendance is collected and analyzed each month.
RESULTS

Below is the breakdown of Age, gender and race of all 249 21st CCLC Participants.

Demographics of Participants

AGES OF 21ST CCLC PARTICIPANTS

GENDER OF 21ST CCLC PARTICIPANTS

RACE OF 21ST CCLC PARTICIPANTS
Findings

Program Quality
Using the Weikart assessment tool, we aim to perform two self-assessments as well as one external assessment a year to continually evaluate and improve our program. Due to COVID-19, we were only able to perform our fall assessment, where we found that we needed to improve leadership opportunities for students as well as opportunities for reflection.

Family Engagement
During the 2019-2020 reporting period, the Truscott Elementary School Site registered 78 adult participants (exceeding this goal by 30%) by February of 2020. The Monroe Elementary School Site registered 46 adult participants (77% of the goal). At both the Monroe and Truscott sites we host monthly family engagement activities, which are centered around connecting families through literacy based activities. During these family nights, we have noticed an increase in parent and child communication, specifically about homework completion and about what they did during the school day. Our fall surveys showed positive feelings towards our 21st CCLC program, we were unable to collect comparative spring survey information due to COVID-19 school closures.

School Attendance
Most of our students have high levels of school attendance. However, attendance percentages are slightly better in our population that attends regularly than those who do not. Out of 173 students enrolled in our program, 151 are regular 21st CCLC attendees. Of those students, 87% had an average of school day attendance higher than 90%. Of that 90%, 53% had an average of 95% or higher. Of our non-regular attending students, 65% had an average attendance of 90% or higher and only 25% of students had an average of 95% or higher.

Academic Data
Historically we receive CMAS scores in late August and compare them to the previous year’s results. However, no form of testing or academic measurement was taken this year due to COVID-19. Schools closed for in-person learning on March 13, 2020 and were unable to take part in CMAS testing this year.

In the fall of 2019 we gathered benchmark data for essential skills by administering student self-reporting surveys. However, due to school closures because of Covid-19 we were not able to gather comparative spring data. Though we were unable to compare fall and spring surveys, we did observe growth in individual students as the year progressed. For example, one student from our Monroe site would regularly use emotional regulation techniques learned in our Essential Skills Program. This program focused on building skills around self awareness, personal responsibility, resiliency, teamwork, civic engagement, and character. By participating in this program, he built skills to self regulate when escalated more frequently. For example, he became frustrated during a competitive gym activity, and staff witnessed him using five-finger breathing to calm himself down and reset before reengaging with his peers.
CONCLUSION

Though many of our evaluation efforts for the 2019-2020 school year were affected by the COVID-19 pandemic, we were able to learn several things.

Through the Weikart Program Assessment Tool, we found that we need to improve leadership opportunities for students as well as opportunities for reflection. The next step is for both sites to develop action steps for improving in these specific areas. To improve leadership opportunities the sites planned to implement: creating class jobs, assigning group leaders to help explain activities, allow students to lead community builders, and create table captains to help field questions that other students may have. To improve reflection opportunities the sites planned to implement: ensuring staff have adequate time to share students’ work and ideas, writing reflection questions on the board so students are prepared and feel comfortable sharing when the time comes, and using multiple techniques to encourage students to share work.

Though we were unable to collect spring data from our family survey, we found that offering monthly Family Engagement Nights allowed parents and children to participate in hands-on educational activities together. There were 31 of families who attended almost every family engagement night we offered during this school year. One mother had been hesitant to participate in our Family Engagement Nights because she speaks only Spanish. She worried about being excluded and not understanding activities. However, she tried it out and spoke with our Site Coordinator about how much fun she had. Our Site Coordinator and Program Lead are both fluent in Spanish and were able to converse with her and explain activities. She then began attending Family Nights regularly. Surveys were also administered in the fall of 2019 to seek advice from families. These surveys reflected positively on current programming as well as offering ideas for what families would like to see. In the future, we will be administering quarterly family surveys in order to ensure data collection.

At both sites, the majority of student’s attendance is relatively high, with attendance rates between 90% and 100%. This makes decreasing absenteeism by 10% difficult because the majority of students are already doing well. However, there were eight students who began the school year with lower attendance rates that showed an increase once they joined our program. For example, one student began the year with an attendance rate of 68.2% and after joining the 21st CCLC program at Monroe, his attendance was in the 95-100% range for the remainder of the year. We hope to work with the school to identify students with low attendance and encourage them to join the Boys & Girls Club.

Though we were unable to gather data to compare from the spring semester, we do have anecdotal evidence that our essential skills program helped students in our program. In the future we plan to incorporate our essential skill building into all aspects of programming to help support students in their social emotional learning.
APPENDIX

Weikart Center for Youth Development Youth Program Quality Assessment Tool

Fall Family Survey

Reading Enjoyment Survey
## Form A - Program Offerings

### Youth - Grades 4-12

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
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<tbody>
<tr>
<td>Organization name:</td>
<td></td>
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<tr>
<td>Site/Program name:</td>
<td></td>
</tr>
<tr>
<td>Name(s) of program offering(s) observed:</td>
<td></td>
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<tr>
<td>Name of staff member(s) observed:</td>
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</tr>
<tr>
<td>Date scored:</td>
<td></td>
</tr>
<tr>
<td>Name of rater (External Assessment only):</td>
<td></td>
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<tr>
<td>Email for rater (External Assessment only):</td>
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</tbody>
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INTRODUCTION

PURPOSE
The Youth Program Quality Assessment (Youth PQA) is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where youth have fun, work and learn with adults. The Youth PQA is designed to empower people and organizations to envision optimal-quality programming for youth by providing a shared language for practice and decision-making and by producing scores that can be used for comparison and assessment of progress over time. The Youth PQA measures the quality of youths’ experiences and promotes the creation of environments that tap the most important resource available to any youth-serving organization: a young person’s motivation to engage critically with the world.

THE 2012 REVISION
The Youth PQA is an assessment tool for best practices for any child-serving program. For this edition of the tool, each scale was given a short label or name that should focus the user’s attention on the intent and purpose of the scale. This edition also contains some minor changes that should make the items easier to interpret and score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were also made to increase consistency in wording across the School-Age PQA and the Youth PQA. Items that are in the Youth PQA, but not in the School-Age PQA, are identified by (Y) after the item number.

BENEFITS
The Youth PQA offers several important attributes:
- **Experience-tested approach** – The standards for best practices that make up the Youth PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a child development approach that works.
- **Research-based rubrics** – The Youth PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- **Opportunities to observe practice** – Staff using the Youth PQA must spend time watching what happens in their program.
- **Flexibility** – The Youth PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

TERMINOLOGY
- **Form** refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- **Domain** refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is “I. Safe Environment,” which contains scales that pertain to that domain. **Domain score** is the average of scale scores for each domain I–VII. For example, the domain “I. Safe Environment” contains five scale scores to be averaged for a domain score.
- **Scale score** refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- **Item or item row** refers to a single row on the Youth PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.
DEFINITIONS

- **Organization** refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, a church or temple, a private center, a neighborhood association or a school.
- **Site** refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- **Program offerings** refer to structured activities that are led by regular staff with the same youth over time. This includes the range of scheduled services available to youth at an organization, such as classes, workshops, meetings, special events, homework help or discussion groups.
- **Session** is one scheduled period of a program offering. For example, a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- **Staff** refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- **Activities** are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- **Program hours** are the normal hours that the full range of program offerings are in session.

INTRODUCTION TO ITEMS AND SCORING

The Youth PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain “I. Safe Environment.” Some items measure whether staff exhibit specific behaviors or best practice methods, or how frequently the staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally or spontaneously and those that have been set up intentionally by staff. Others measure how many youth have certain opportunities. It is important to note that items generally capture either staff practices or child behaviors/opportunities, but not both. Both are indicators of a quality program, although the Youth PQA and the continuous improvement approach focus on staff behaviors because that is where staff can directly make changes or improvements.

In observing and scoring, it is helpful to keep the following things in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses youth’s opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some youth do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members do a certain practice. Otherwise, focus on the primary staff member.
- **Structured** refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children’s informal conversation or actions.
CONDUCTING A PROGRAM SELF ASSESSMENT

Team-based program self assessment using the Youth PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:
- work as a team
- base scores on observational evidence
- focus on conversations about quality

1. SELECT AND TRAIN A SELF ASSESSMENT TEAM
The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self assessment process by completing the PQA Basics training online. The site leader should also conduct a meeting or mini-training for team members using the materials shared at PQA Basics.

2. PREPARE FOR DATA COLLECTIONS
Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring.

The site teams should observe program offerings: structured activities that are led by regular staff with the same youth over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observation ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES
When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the Youth PQA. You can bring the full Youth PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information (include quotes, actions, etc.). As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:
- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:
- Anecdotal descriptions of interactions
- Quotes of what youth and/or staff say when interacting
- Actions and language of the youth involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.
4. HOLD A TEAM-BASED SCORING MEETING
After all data has been collected, the site leader guides the team in scoring a single, program-wide Youth PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the Youth PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with youth, so it is important to be accurate.

5. ENTER SCORES
The Youth PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the Youth PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.
CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned youth program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and students with whom the staff is interacting and record as many quotations as possible.

Notes should include:
- Anecdotal descriptions of interactions
- Quotes of what youth and/or staff say when interacting
- Actions and language of the youth involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. Also at the end of the session, the assessor should ask the staff who led the session the questions on the Staff Information page.

4. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information. The assessor uses the answers to the follow-up questions as evidence to score the items as applicable.

Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence. If an item is not applicable, assessors should place an “X” in the box for that item.

5. ENTER SCORES

The Youth PQA produces scores at the item, scale, and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in the Youth PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.
PROGRAM INFORMATION
(Complete for Program Self Assessment or External Assessment)

Organization name: __________________________________________ Site/Program name: __________________________________________

Name(s) of program offering(s) observed: ________________________________________________________

Name of staff member(s) observed: ______________________________________________________________

Brief description of program offering(s): _________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

Staff: Youth ratio in program offering(s): ____________________________ Date scored: ____________________________

Age(s) of youth in observed offering(s) (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type of program/activities observed (Check all that apply):

☐ Mentoring  ☐ Tutoring  ☐ Homework Help  ☐ Drop-in  ☐ Faith-based
☐ Camp  ☐ Visual Art  ☐ Dance  ☐ Drama  ☐ Math
☐ Life skills development  ☐ Outreach  ☐ Prevention  ☐ Sports  ☐ Science
☐ Leadership development  ☐ Service learning  ☐ Other

Type of organization (Please check not more than two):

☐ A nationally affiliated nonprofit (e.g., YMCA, Boys & Girls Club, Camp Fire USA, Scouts, Future Farmers of America)
☐ Local nonprofit (e.g., local community-based or faith-based organization)
☐ Local school organization (e.g., public, charter, private school)
☐ Unit of city or county government (e.g., Department of Recreation, Health Bureau)
☐ State government
☐ Local for-profit organization (e.g., bowling alley)
STAFF INFORMATION
(Complete for External Assessment ONLY)

These questions should be addressed to the staff member leading the offering. This data is being collected for purposes of instrument validation and will not ever be linked to the identity of the staff person being observed. All responses will remain confidential and staff may decline to answer any question.

How many years have you worked in programs like this one?

Number of years

How many years have you worked in this program?

Number of years

Are you a certified school-day teacher?

☐ Yes ☐ No

Are you a certified social worker?

☐ Yes ☐ No

Which youth development framework training(s) have you had? (Check all that apply.)

☐ Search Assets  ☐ Advancing Youth Development  ☐ Bringing Yourself to Work

☐ David P. Weikart Center for Youth Program Quality  ☐ HighScope

What is the highest level of education that you have completed? (Check only one.)

☐ GED  ☐ High school diploma  ☐ Some College but no degree yet/Associate’s Degree

☐ Bachelor’s Degree  ☐ Graduate program but no degree yet  ☐ Master’s Degree

☐ Doctorate  ☐ Other professional degree after BA  ☐ None of the above
## I. SAFE ENVIRONMENT: EMOTIONAL SAFETY | HEALTHY ENVIRONMENT | EMERGENCY PREPAREDNESS | ACCOMMODATING ENVIRONMENT | NOURISHMENT

### EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</td>
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<tr>
<td>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.</td>
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</table>

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

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

<table>
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<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.</td>
</tr>
<tr>
<td>2. 1 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.</td>
<td>3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.</td>
</tr>
<tr>
<td>3. 1 There are major inadequacies in either ventilation or lighting in the program space.</td>
<td>3 Ventilation or lighting is inadequate in some areas in the program space.</td>
</tr>
<tr>
<td>4. 1 The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.</td>
<td>3 The temperature is uncomfortable for some activities and/or in some areas of the program space.</td>
</tr>
</tbody>
</table>
I. SAFE ENVIRONMENT: EMOTIONAL SAFETY | HEALTHY ENVIRONMENT | EMERGENCY PREPAREDNESS | ACCOMMODATING ENVIRONMENT | NOURISHMENT

## EMERGENCY PREPAREDNESS

Appropriate emergency procedures and supplies are present.

Note: Local fire codes govern the number and location of fire extinguishers.

### ITEMS

<table>
<thead>
<tr>
<th></th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.</td>
</tr>
<tr>
<td></td>
<td>5 Written emergency procedures are posted in plain view.</td>
</tr>
<tr>
<td>2.</td>
<td>There is no charged fire extinguisher accessible from the program space.</td>
</tr>
<tr>
<td></td>
<td>5 At least one charged fire extinguisher is accessible and visible from the program space.</td>
</tr>
<tr>
<td>3.</td>
<td>A complete first-aid kit is not accessible from the program space.</td>
</tr>
<tr>
<td></td>
<td>5 At least one complete first-aid kit is accessible and visible from the program space.</td>
</tr>
<tr>
<td>4.</td>
<td>Other safety or emergency equipment appropriate to the activities is not available to the program offering.</td>
</tr>
<tr>
<td></td>
<td>5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports, or repairs) is available to the program offering as needed, can be located by staff, and is maintained in full-service condition.</td>
</tr>
<tr>
<td>5.</td>
<td>Entrances to the indoor program space are unsupervised during program hours.</td>
</tr>
<tr>
<td></td>
<td>5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.)</td>
</tr>
<tr>
<td>6.</td>
<td>Access to outdoor program space is unsupervised during program hours.</td>
</tr>
<tr>
<td></td>
<td>5 Access to outdoor program space is supervised during program hours.</td>
</tr>
</tbody>
</table>
## ACCOMMODATING ENVIRONMENT
Program space and furniture accommodate the activities.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Program space is crowded, without sufficient room to move freely.</td>
<td>3 Program space is crowded in some areas.</td>
</tr>
<tr>
<td>2. 1 Program space is not suitable for activities offered.</td>
<td>3 Program space is suitable for some of the activities offered.</td>
</tr>
<tr>
<td>3. 1 Furniture is neither comfortable nor of sufficient quantity for the program offering.</td>
<td>3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).</td>
</tr>
<tr>
<td>4. 1 Physical environment cannot be modified to meet the needs of the program offering.</td>
<td>3 Physical environment can be modified to meet the needs of the program offering, but youth and/or staff are discouraged from doing so.</td>
</tr>
</tbody>
</table>

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.
## NOURISHMENT | Healthy food and drinks are provided.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drinking water is not available.</td>
<td></td>
</tr>
<tr>
<td>3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).</td>
<td></td>
</tr>
<tr>
<td>5 Drinking water is available and easily accessible to all youth.</td>
<td></td>
</tr>
<tr>
<td>2. Food or drinks are not available to youth during the session.</td>
<td></td>
</tr>
<tr>
<td>3 Food and drinks are available at appropriate times, but there is not enough for every youth to receive a serving.</td>
<td></td>
</tr>
<tr>
<td>5 Food and drinks are plentiful and available at appropriate times for all youth during the session.</td>
<td></td>
</tr>
<tr>
<td>3 Some available food or drink is not nutritious and some is healthy.</td>
<td></td>
</tr>
<tr>
<td>5 Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice).</td>
<td></td>
</tr>
<tr>
<td>1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).</td>
<td></td>
</tr>
<tr>
<td>If a meal or snack is not necessary because of structure of program offering, do not rate. Write an “X” in the box at the left.</td>
<td></td>
</tr>
<tr>
<td>If no food or drink is served, do not rate. Write an “X” in the box at the left.</td>
<td></td>
</tr>
</tbody>
</table>
## WARM WELCOME

Staff provides a welcoming atmosphere.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No youth are greeted by staff as they arrive or at the start of the session.</td>
<td>3 Some youth are greeted by staff as they arrive or at the start of the session.</td>
</tr>
<tr>
<td>2. Staff mainly uses a negative tone of voice and disrespectful language.</td>
<td>3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.</td>
</tr>
<tr>
<td>3. Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.</td>
<td>3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.</td>
</tr>
</tbody>
</table>
## II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | REFRAMING CONFLICT

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

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Staff does not start or end session within 10 minutes of scheduled time.</td>
<td>5 Staff starts and ends session within 10 minutes of scheduled time.</td>
</tr>
<tr>
<td>2. 1 Staff does not have materials and supplies ready to begin activities.</td>
<td>5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).</td>
</tr>
<tr>
<td>3. 1 There are only enough materials and supplies prepared for less than half of the youth to begin activities.</td>
<td>3 There are enough materials and supplies prepared for all youth to begin activities.</td>
</tr>
<tr>
<td>4. 1 Staff does not explain any activities clearly.</td>
<td>3 Staff explains some activities clearly.</td>
</tr>
<tr>
<td>5. 1 There is not an appropriate amount of time for more than one activity.</td>
<td>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).</td>
</tr>
</tbody>
</table>

### ITEMS

<table>
<thead>
<tr>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record the following: Scheduled starting time _______ Actual starting time _______ Scheduled end time _______ Actual end time _______</td>
</tr>
</tbody>
</table>

If no materials/supplies are required, do not rate. Write an “X” in the box at the left.

If no materials/supplies are required, do not rate. Write an “X” in the box at the left.
## II. SUPPORTIVE ENVIRONMENT: WARM WELCOME | SESSION FLOW | ACTIVE ENGAGEMENT | SKILL-BUILDING | ENCOURAGEMENT | REFRAMING CONFLICT

### ACTIVE ENGAGEMENT | Activities support active engagement.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 1 The activities provide no opportunities for youth to engage with either materials or ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching and repeating.</td>
<td>3 The activities provide opportunities for youth to engage with materials or ideas or to improve a skill through guided practice for less than half of the time.</td>
</tr>
<tr>
<td><strong>2.</strong> 1 During activities, staff does not provide any youth structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.</td>
<td>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 youth explain their art project to someone else).</td>
</tr>
<tr>
<td><strong>3.</strong> 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).</td>
<td>3 The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning or concepts (activities almost entirely consist of youth doing, practicing, or experiencing, without learning about or discussing the how, what, or why).</td>
</tr>
<tr>
<td><strong>4.</strong> 1 The activities do not (will not) lead to tangible products or performances.</td>
<td>3 The activities lead (or will lead) to tangible products or performances, but do not reflect ideas or designs of youth (e.g., youth will perform dances selected by staff, all youth make bird houses according to the design supplied by staff).</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).</td>
<td>1. Staff does not encourage youth to try out skills or attempt higher levels of performance.</td>
<td>1. Staff does not model skills.</td>
<td>1. 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.</td>
<td>1. When youth struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment, or making fun of the child.</td>
</tr>
<tr>
<td></td>
<td>3. 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.</td>
<td>3. Staff encourages some youth to try out skills or attempt higher levels of performance.</td>
<td>3. Staff models skills for some youth.</td>
<td>3. Staff breaks difficult task(s) into smaller, simpler steps for some youth.</td>
<td>3. 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).</td>
</tr>
<tr>
<td></td>
<td>5. 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).</td>
<td>5. Staff encourages all youth to try out skills or attempt higher levels of performance.</td>
<td>5. Staff models skills for all youth.</td>
<td>5. 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).</td>
<td>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).</td>
</tr>
</tbody>
</table>

### SUPPORTING EVIDENCE/ANECDOTES

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

## ENCOURAGEMENT

Staff supports youth with encouragement.

*Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts and ideas of youth.*

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Staff does not support contributions or accomplishments of youth in either of the ways described for a score of 3 or 5, or simply don’t support youth at all.</td>
<td>3 Staff supports many contributions or accomplishments of youth but use subjective or evaluative comments, such as “Good job!”, “I like it!” or “You’re so smart!” 5 Staff supports at least some contributions or accomplishments of youth by acknowledging what they’ve said or done with specific, non-evaluative language (e.g., “Yes, the cleanup project you suggested is a way to give back to the community,” “I can tell from the audience response that you put a lot of thought into the flow of your video”).</td>
</tr>
<tr>
<td>2. 1 Staff rarely or never asks open-ended questions.</td>
<td>3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions). 5 Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context, most youth have the opportunity to answer questions that seek opinions or require thoughtful answers).</td>
</tr>
<tr>
<td>3. 1 Staff is not actively involved with youth except for brief introductions, endings or transitions (e.g., they are physically separated from youth or do not interact with them). (Y)</td>
<td>3 Staff (or some of the staff) is sometimes or intermittently, actively involved with youth. 5 Staff is almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups).</td>
</tr>
</tbody>
</table>
## REFraming Conflict

Staff uses youth-centered approaches to reframe conflict.

**Note:** A conflict is an interaction between youth that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of youth. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an “X”.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff even once approaches conflicts or negative behavior by</td>
<td>3 Staff sometimes does not approach conflicts or negative behavior calmly.</td>
</tr>
<tr>
<td>shaming, yelling, scolding or threatening youth.</td>
<td>5 Staff always approaches conflicts or negative behavior calmly (i.e., approaches stops any</td>
</tr>
<tr>
<td>2. Staff does not seek input from youth in determining either the</td>
<td>hurtful actions and acknowledges youth’s feelings).</td>
</tr>
<tr>
<td>cause or solution of conflicts or negative behavior.</td>
<td></td>
</tr>
<tr>
<td>3. In conflict and negative behavior situations, staff does not</td>
<td>3 Staff seeks input from youth in determining the cause or solution (but not both) of</td>
</tr>
<tr>
<td>deal with the relationship between youth’s actions and their</td>
<td>conflicts and negative behavior.</td>
</tr>
<tr>
<td>consequences.</td>
<td>5 Staff seeks input from youth in order to determine both the cause and solution of</td>
</tr>
<tr>
<td></td>
<td>conflicts and negative behavior (e.g., youth generate possible solutions and choose</td>
</tr>
<tr>
<td></td>
<td>one).</td>
</tr>
<tr>
<td>4. Staff neither acknowledges conflicts or negative behavior nor</td>
<td>3 Staff acknowledges conflicts and negative behavior but does not follow up with those</td>
</tr>
<tr>
<td>follows up with those involved afterward.</td>
<td>involved afterward.</td>
</tr>
<tr>
<td></td>
<td>5 Staff acknowledges conflicts and negative behavior and follows up with those involved</td>
</tr>
<tr>
<td></td>
<td>afterward.</td>
</tr>
</tbody>
</table>

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

**BELONGING** | Youth have opportunities to develop a sense of belonging.

<table>
<thead>
<tr>
<th>ITEMS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Staff does not provide opportunities for youth to get to know each other (e.g., the entire session is structured so youth have no time where talking among themselves is allowed or encouraged).</td>
<td>3 Staff provides informal opportunities for youth to get to know each other (e.g., youth engage in informal conversations, youth get to know each other as a by-product of an activity).</td>
</tr>
<tr>
<td>2. Youth exhibit evidence of excluding peers (e.g., youth are avoided or ostracized by other youth, “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, introduce excluded youth, say, “Remember, being inclusive is one of our ideals”).</td>
<td>3 Youth exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces a newcomer to other youth, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).</td>
</tr>
<tr>
<td>3. Youth do not identify with the program offering (e.g., many youth complain about or express dislike of the program offering or activities).</td>
<td>3 Youth do not strongly identify with the program offering but do not complain or express dislike.</td>
</tr>
<tr>
<td>4. Staff does not provide opportunities to acknowledge the achievements, work, or contributions of youth.</td>
<td>3 Staff provides opportunities to acknowledge the achievements, work, or contributions of some youth, but opportunities are unscheduled or impromptu (e.g. staff spontaneously asks two youth show off their dance moves to the group).</td>
</tr>
<tr>
<td>5 Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).</td>
<td>5 Youth do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other youth and they then include her, staff successfully suggests including a lone youth in a game).</td>
</tr>
<tr>
<td>5 Youth 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).</td>
<td>5 Staff provides structured opportunities (e.g., group presentations, sharing times, upcoming recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.</td>
</tr>
</tbody>
</table>
## III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

### COLLABORATION

Youth have opportunities to collaborate and work cooperatively with others.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Y) 1 Staff does not provide opportunities for youth to work cooperatively as a team or in a group.</td>
<td>3 Staff provides opportunities for some youth to work cooperatively as a team or in a group.</td>
</tr>
<tr>
<td>2. (Y) 1 Staff does not provide opportunities for interdependent youth roles.</td>
<td>3 Staff provides the opportunity for some youth to participate in activities with interdependent roles.</td>
</tr>
<tr>
<td>3. (Y) 1 Staff does not provide opportunities for youth to work toward shared goals.</td>
<td>3 Staff provides opportunities for some youth to work toward shared goals.</td>
</tr>
<tr>
<td>5 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).</td>
<td>5 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).</td>
</tr>
</tbody>
</table>
### III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

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

<table>
<thead>
<tr>
<th>ITEMS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Staff does not provide all youth opportunities to practice group-process skills.</td>
<td>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).</td>
</tr>
<tr>
<td>2. 1 Staff does not provide opportunities for youth to mentor an individual.</td>
<td>3 Staff provides opportunities for some youth to mentor an individual.</td>
</tr>
<tr>
<td>3. 1 Staff does not provide opportunities for youth to lead a group.</td>
<td>3 Staff provides opportunities for some youth to lead a group (e.g., some youth lead warm-up exercises, some youth lead a small group discussion).</td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>5 Staff provides opportunities for all youth to mentor an individual (e.g., youth teach or coach each other).</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>
### III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

#### ADULT PARTNERS | Youth have opportunities to partner with adults.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Y) 1 Staff rarely shares or attempts to share control of activities with youth.</td>
<td></td>
</tr>
<tr>
<td>3 Staff attempts to share control with youth but ends up controlling most activities themselves.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2. (Y) 1 Staff provides no explanation or reason for behavioral expectations, guidelines or directions given to youth.</td>
<td></td>
</tr>
<tr>
<td>3 Staff provides an explanation or reason for some behavioral expectations, guidelines or directions given to youth.</td>
<td></td>
</tr>
<tr>
<td>5 Staff provides an explanation or reason for every behavioral expectation, guideline or direction given to youth.</td>
<td></td>
</tr>
</tbody>
</table>

Score X if no behavioral directions or guidelines are given.
### IV. ENGAGEMENT: PLANNING | CHOICE | REFLECTION

**PLANNING | Youth have opportunities to make plans.**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (Y) Staff does not provide opportunities for youth to make plans for projects or activities.</td>
<td>[]</td>
</tr>
<tr>
<td>2. (Y) There is no planning for projects or activities or no identifiable planning strategies are used.</td>
<td>[]</td>
</tr>
<tr>
<td>3. Staff provides at least one opportunity for youth (individual or group) to make plans for a project or activity (e.g., how to spend their time, how to do a task).</td>
<td>[]</td>
</tr>
<tr>
<td>3. When planning projects or activities, at least one identifiable planning strategy is used.</td>
<td>[]</td>
</tr>
<tr>
<td>5. Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities, (e.g., how to spend their time, how to do a task).</td>
<td>[]</td>
</tr>
<tr>
<td>5. In the course of planning the projects or activities, two or more planning strategies are used (e.g., brainstorming, idea webbing and backwards planning).</td>
<td>[]</td>
</tr>
</tbody>
</table>
### 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 nondiscrete, 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.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 Staff does not provide opportunities for all youth to make content choices.</td>
<td>3 Staff provides opportunities for all youth to choose among content alternatives, but choices are limited to discrete choices presented by the leader.</td>
</tr>
<tr>
<td>2. 1 Staff does not provide opportunities for all youth to make process choices.</td>
<td>3 Staff provides opportunities for all youth to choose among process alternatives, but choices are limited to discrete choices presented by the leader.</td>
</tr>
</tbody>
</table>
### IV. ENGAGEMENT: PLANNING | CHOICE | REFLECTION

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE/ANECDOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Staff does not engage youth in an intentional process of reflecting on what they have done.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Staff engages some youth in an intentional process of reflecting on what they have done.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Staff engages all youth in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience).</td>
<td>☐</td>
</tr>
<tr>
<td><strong>2.</strong> Staff does not encourage youth to share what they have done with others or to reflect on their experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Staff uses at least one identifiable strategy to help youth to share what they have done and reflect on their experiences (e.g., staff asks youth, “What did you do today?”).</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Staff uses two or more strategies to encourage youth to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props).</td>
<td>☐</td>
</tr>
<tr>
<td><strong>3.</strong> Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Staff is receptive to feedback initiated by youth on the activities but does not solicit it.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).</td>
<td>☐</td>
</tr>
<tr>
<td><strong>4.</strong> In the course of the program offering, staff does not provide structured opportunities for youth to make presentations to the whole group.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> In the course of the program offering, staff provides some youth opportunities to make presentations to the whole group.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> In the course of the program offering, staff provides all youth opportunities to make presentations to the whole group.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Note:** Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

In the course of the program offering, do youth make presentations?
YOUTH PQA OBSERVATION GUIDE

Program Offerings Youth – Grades 4-12

Summary of Scales

I. Safe Environment
   Emotional Safety
   Healthy Environment
   Emergency Preparedness
   Accommodating Environment
   Nourishment

II. Supportive Environment
   Warm Welcome
   Session Flow
   Active Engagement
   Skill-Building
   Encouragement
   Reframing Conflict

III. Interaction
   Belonging
   Collaboration
   Leadership
   Adult Partners

IV. Engagement
   Planning
   Choice
   Reflection

Follow-up Questions:

☐ Where are the emergency procedures posted?

☐ Is there an accessible fire extinguisher?

☐ Is there an accessible first-aid kit?

☐ Does the site have any special safety or emergency equipment?

☐ Are entrances to the indoor program space supervised?

☐ Is access to the outdoor program space supervised?

☐ Can the furniture be moved around?

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

Scheduled starting time: ________  Actual starting time: ________

Scheduled end time: ________  Actual end time: ________
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Fall 2019 Parent Survey

I am satisfied with the way program staff interact with my child

- Strongly agree
- Agree
- Disagree
- Strongly disagree

I am satisfied with the variety of activities at the club

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The club is a safe place for my children to work, learn and have fun

- Strongly agree
- Agree
- Disagree
- Strongly disagree
At this club, my child feels they belong

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

My child usually enjoys the time they spend at the club

- Strongly agree
- Agree
- Disagree
- Strongly disagree

My child has formed positive relationships with Club staff

- Strongly agree
- Agree
- Disagree
- Strongly disagree
I feel welcome at the club

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

There is someone I can talk to at the Club about my child

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

The Club is helping my child do better in school

- [ ] Strongly agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly disagree
The Club is helping my child develop appropriate social skills

- [ ] Strongly agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly disagree

I would recommend the Club to others

- [ ] Strongly agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly disagree

On average how many times a week do you engage in literacy or academic activities with your child

Your answer

In the future, what would you like to see for Family nights

Your answer
In the future, what would you like to see for activities for your member

Your answer

How can we further support your child(ren)? Ex. Reading support, behavior support, etc.

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Boys & Girls Clubs of Larimer County. Report Abuse
Reading Enjoyment Survey

Member Number and Age: __________________________

1. Are you currently reading a book for fun? (Circle one)
   Yes  No

2. Do you ever read just for fun? (Circle one)
   Yes  No

3. How often do you read for fun
   Never  Once or twice a week  Three or more times a week

4. My favorite time to read for fun is (Check one or more):
   i.  __Never
   ii. __During School
   iii. __Lunchtime
   iv.  __In the evening
   v.  __In the morning before school
   vi.  __Before falling asleep
   vii. __ Any time I can!

5. Three favorite books I would take on a long trip are:
   a. ___________________________________________________
   b. ___________________________________________________
   c. ___________________________________________________

6. I would like to read a book about:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________