



Program Quality Assessment Performance Report

Form: School-Age PQA

Date prepared: 5 / 22 / 2017



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement. For more information, visit <http://www.cypq.org>

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality:
scoresreporter@cypq.org or 734-961-6900.

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



- Score of 1 = The practice is not in place
- Score of 3 = The practice is available to a limited extent or in a less advanced form
- Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

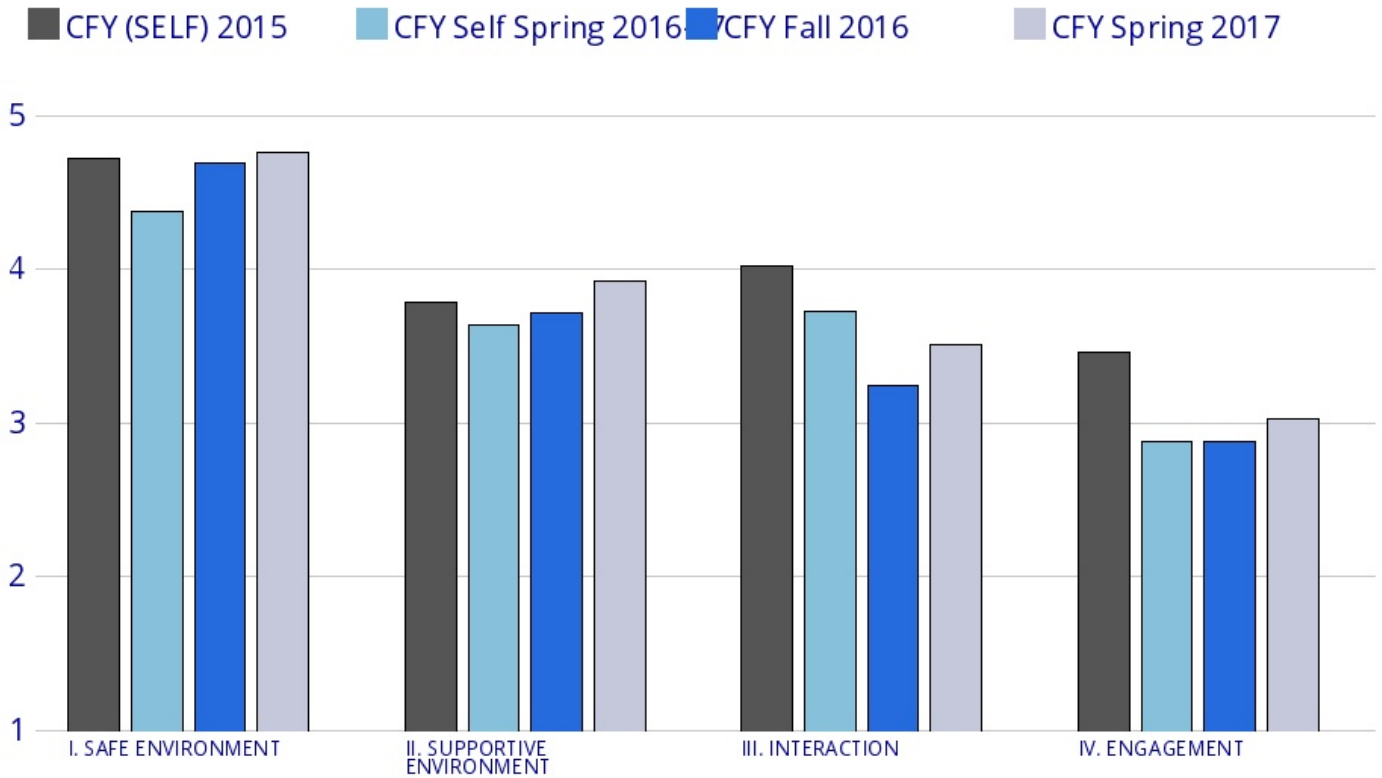
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
Item Scores	Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

Domain	I. SAFE ENVIRONMENT		
Scale	Emotional Safety		1.00
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	Healthy Environment		1.00
	1	Free of health and safety hazards	1.00
	2	Clean and sanitary	1.00

Program Observation Summary



Observation Identification

	CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
Tags:	Self Omaha Collective for Youth	Self Omaha Collective for Youth	External Omaha Collective for Youth	External Omaha Collective for Youth

Observation Details

	CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
PQA:	School-Age PQA	School-Age PQA	School-Age PQA	School-Age PQA
Date:	09/01/2015 - 12/31/2015	09/01/2016 - 05/19/2017	09/01/2016 - 12/30/2016	01/02/2017 - 05/19/2017
Forms:	16 forms	25 forms	35 forms	44 forms
Offering:	N/A	N/A	N/A	N/A
Staff:	N/A	N/A	N/A	N/A

Summary Report

	CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
I. SAFE ENVIRONMENT	4.71	4.36	4.68	4.74
Emotional Safety	4.67	3.99	4.62	4.75
Healthy Environment	4.81	4.57	4.94	4.88
Emergency Preparedness	4.41	4.01	4.02	4.37
Accommodating Environment	4.69	4.32	4.87	4.89
Nourishment	4.98	4.91	4.97	4.83
II. SUPPORTIVE ENVIRONMENT	3.77	3.63	3.70	3.91
Warm Welcome	4.04	4.06	4.11	4.34
Session Flow	4.30	4.21	4.41	4.73
Active Engagement	3.76	3.53	3.62	4.09
Skill-Building	3.51	3.35	3.37	3.29
Encouragement	3.47	3.28	3.16	3.37
Child-Centered Space	3.65	3.19	3.49	3.51
III. INTERACTION	4.01	3.71	3.23	3.49
Manage Feelings	4.25	3.97	3.06	3.04
Belonging	3.97	3.98	3.64	3.91
School-Age Leadership	3.63	2.90	2.35	2.49
Interaction with Adults	4.24	3.99	3.79	4.14
IV. ENGAGEMENT	3.45	2.87	2.87	3.02
School-Age Planning	2.15	2.34	1.67	2.09
School-Age Choice	3.56	2.56	3.63	3.51
Reflection	3.44	2.70	2.32	2.45
Responsibility	4.56	3.88	3.84	4.02
Instructional Total Score*	3.74	3.40	3.27	3.47

*The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality associated the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site (e.g. Items in the Emergency Preparedness scale, which include questions about accessibility of fire extinguishers and first aid kits).

Detailed Report

I. SAFE ENVIRONMENT

		CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
Emotional Safety		4.67	3.99	4.62	4.75
1	Positive emotional climate	4.33	4.02	4.32	4.50
2	Lack of bias	5.00	3.97	4.91	5.00
Healthy Environment		4.81	4.57	4.94	4.88
1	Free of health and safety hazards	5.00	4.23	4.98	4.89
2	Clean and sanitary	4.78	4.50	5.00	4.98
3	Adequate ventilation and lighting	5.00	5.00	4.82	4.83
4	Comfortable temperature	4.44	4.53	4.95	4.83
Emergency Preparedness		4.41	4.01	4.02	4.37
1	Posted emergency procedures	4.50	4.27	4.13	4.69
2	Accessible fire extinguisher	4.39	4.17	4.50	4.54
3	Visible first-aid kit	3.94	3.37	2.72	3.01
4	Appropriate safety equipment	4.67	3.43	3.50	X
5	Supervised indoor entrances	4.56	3.98	4.34	4.92
6	Supervised access to outdoors	4.88	4.50	4.81	4.90
Accommodating Environment		4.69	4.32	4.87	4.89
1	Sufficient Space	4.67	4.67	4.89	4.97
2	Suitable Space	4.56	4.16	4.94	4.94
3	Enough comfortable furniture	4.78	4.44	5.00	4.94
4	Flexible physical environment	4.44	4.35	4.49	4.67
5	(SA) Appropriately sized furniture	5.00	4.41	5.00	4.94
Nourishment		4.98	4.91	4.97	4.83
1	Available drinking water	4.94	4.80	5.00	4.83
2	Plentiful food and drink	5.00	4.96	5.00	5.00
3	Nutritious food and drink	5.00	4.93	4.82	5.00

II. SUPPORTIVE ENVIRONMENT

		CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
Warm Welcome		4.04	4.06	4.11	4.34
1	Children greeted	3.89	4.00	2.89	3.24
2	Staff warm and respectful	4.00	3.92	4.92	4.83
3	Positive staff body language	4.22	4.22	4.50	4.90
Session Flow		4.30	4.21	4.41	4.73
1	Starts and ends on time	3.67	4.13	4.45	4.71
2	Materials ready	4.50	4.20	4.51	4.79
3	Sufficient materials	4.67	4.53	4.71	4.91
4	Explains activities clearly	4.00	3.92	4.10	4.58
5	Appropriate time for activities	4.78	4.27	4.30	4.63
Active Engagement		3.76	3.53	3.62	4.09
1	Children engage with materials or ideas	4.39	3.81	4.24	4.76
2	Children talk about activities	3.50	3.45	3.50	3.78
3	(SA) Children make connections	3.44	3.37	3.11	3.72
Skill-Building		3.51	3.35	3.37	3.29
1	Learning focus linked to activity	2.67	3.03	3.12	2.62
2	Staff encourages youth to try skills	3.89	3.68	3.32	3.20
3	Staff models skills	3.78	3.63	3.19	3.64
4	Staff breaks down tasks	3.44	3.22	3.00	2.98
5	Support for struggling children	3.78	3.39	4.27	4.23
Encouragement		3.47	3.28	3.16	3.37
1	Staff uses non-evaluative language	3.61	3.53	3.30	3.45
2	Staff asks open-ended questions	3.33	3.03	3.02	3.30
Child-Centered Space		3.65	3.19	3.49	3.51
1	(SA) Well-defined interest areas	4.14	4.04	3.50	3.86
2	(SA) Sufficient materials in interest areas	4.43	4.04	4.92	3.86
3	(SA) Children's work displayed	3.29	2.63	3.33	2.79
4	(SA) Children select displays	1.33	1.56	2.00	1.50
5	(SA) Open-ended materials	3.86	3.04	3.67	3.64
6	(SA) Easily accessible materials	4.00	3.44	3.08	4.29
7	(SA) Thirty minutes interest-based activities	3.71	2.93	3.33	3.29

III. INTERACTION

		CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
Manage Feelings		4.25	3.97	3.06	3.04
1	(SA) Staff acknowledges feelings	4.22	3.93	3.31	2.54
2	(SA) Staff asks children to explain situation	4.33	4.35	2.94	3.54
3	(SA) Helps children respond appropriately	4.25	3.70	3.05	3.29
4	(SA) Children suggest solutions	4.00	3.83	2.71	2.69
Belonging		3.97	3.98	3.64	3.91
1	Opportunities for children to get to know each other	3.67	3.75	3.09	3.42
2	Inclusive relationships	4.44	4.27	4.83	4.76
3	Children identify with program	3.56	3.75	3.44	3.77
4	(SA) Structured small group activities	4.22	4.19	3.21	3.76
School-Age Leadership		3.63	2.90	2.35	2.49
1	(SA) Practice group process skills	3.70	2.94	3.47	3.29
2	(SA) Opportunities to help another child	3.81	3.54	2.33	2.56
3	(SA) Structured opportunity to lead group	3.37	2.08	1.26	1.63
Interaction with Adults		4.24	3.99	3.79	4.14
1	(SA) Staff at eye level	4.19	4.32	3.87	4.25
2	(SA) Staff works side by side	4.48	3.88	2.91	3.58
3	(SA) Staff circulates	3.89	4.00	4.17	4.17
4	(SA) Staff interacts positively	4.33	3.80	4.21	4.56

IV. ENGAGEMENT

		CFY (SELF) 2015	CFY Self Spring 2016-17	CFY Fall 2016	CFY Spring 2017
School-Age Planning		2.15	2.34	1.67	2.09
1	(SA) All children plan	2.37	2.50	1.80	2.65
2	(SA) Multiple planning strategies used	2.00	2.59	1.63	2.27
3	(SA) Share plans in tangible way	2.00	2.15	1.63	1.52
School-Age Choice		3.56	2.56	3.63	3.51
1	(SA) Authentic choices	3.78	2.41	3.75	3.72
2	(SA) Open-ended choices	3.33	2.70	3.52	3.30
Reflection		3.44	2.70	2.32	2.45
1	Intentional reflection	3.37	2.82	2.28	2.54
2	Multiple reflection strategies	3.04	2.32	2.26	2.34
3	Structured opportunities to provide feedback	3.67	2.97	2.34	2.46
Responsibility		4.56	3.88	3.84	4.02
1	(SA) Opportunities for routine tasks	4.89	4.08	3.76	4.34
2	(SA) Staff do not intervene intrusively	4.22	3.63	4.21	3.95

Professional Development

Review the Domain, Scale, and Item scores in this report, then:

- Identify scales with a score lower than 3.00 (those that may be the best candidates for improvement action).
- Review the items within the identified scales.
- Use the chart below to locate the recommendation numbers that correspond to the scales that you have identified as needing improvement.
- The recommendation numbers correspond to specific professional development methods and resources (described on the last page of this report) that correspond to areas that have been identified as needing improvement.

Scale	Recommendation Numbers
Accommodating Environment	7
Active Engagement	1
Adult Partners	8
Belonging	3
Child Centered Space	7
Choice	8
Collaboration	4
Emergency Preparedness	7
Emotional Safety	3 6 7
Encouragement	2
Engagement	2
Healthy Environment	7
Interaction With Adults	8
Leadership	8
Manage Feelings	6
Nourishment	10
Planning	5
Reflection	5
Reframing Conflict	6
Responsibility	8
School-Age Choice	8
School-Age Leadership	8
Session Flow	7
Skill Building	1 2
Warm Welcome	2 3

Recommendation Number	Method	Overview
1	Active Learning	Though hands-on activities can promote interest and support learning, cognitive activity is the key to meaningful learning (Mayer, 2004) ¹ .
2	Ask-Listen-Encourage	Positive relationships can open the gateway to learning. Studies find that relationships with "warmth, connectedness, good communication and support" aid in positive youth development and are connected to academic success (National Research Council and the Institute of Medicine, 2002) ² . Asking effective questions, listening to youth, and encouraging youth through positive and specific feedback can help to build positive relationships and may influence the intrinsic motivation of youth.
3	Building Community	Creating a safe space in which youth feel a sense of belonging is beneficial for their growth and learning (National Research Council and the Institute of Medicine, 2002) ³ . When youth get to know each other, don't leave other youth out, think of the program as theirs, and get recognized for their accomplishments, they build relationships with peers and adults.
4	Cooperative Learning	Providing young people an opportunity to participate in and lead small groups has a positive impact on classroom climate, self-esteem among students, internal locus of control, and time on task. Students in cooperative teams are more active, self-directing, and expressive, all of which may be associated with achievement gains.
5	Planning and Reflection	The skills of making plans for the future and learning from the past can help youth succeed in school and in life. These skills are tied into what brain scientists call executive functions, and play an important role in directing attention to tasks and decision making that connects with consequences.
6	Reframing Conflict	An approach in which adults support youth in addressing their conflicts and problems helps build a healthy, cohesive group and can produce growth and learning for young people. The HighScope youth-centered approach involves a nonthreatening, matter-of-fact attitude, and helps youth have a voice in determining both the cause and solution to the conflict. It is a problem-solving approach that seeks to turn conflicts into learning opportunities.
7	Structure and Clear Limits	Structure and clear limits can provide a strong foundation to a youth program. An appropriate structure with routines, activities, and rituals sets the stage. Clear limits establish what's okay and not okay and can ensure a safe program climate. When done well, structure and clear limits can provide the space kids need to explore and express themselves, a feeling of fairness, and the predictability that young people learn to count on to meet their needs (National Research Council and Institute of Medicine, 2002) ⁴ .
8	Youth Voice	Providing young people with chances to make decisions about their activities and how they carry them out can improve motivation and buy-in, and more importantly, offering choices in a youth program space gives youth a chance to practice for the bigger choices they'll make outside of the program.
9	Homework Help	Homework Help is an important feature of many youth programs. Providing time and support for young people to complete their homework can help with academic success. Effective homework support time may also help some young people develop effective study skills and habits for successfully organizing their time.
10	USDA Afterschool Snack Program	http://www.fns.usda.gov/cnd/afterschool/ http://healthymeals.nal.usda.gov/

¹ Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59, 14-19.

² National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 94-96.

³ National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 96-99.

⁴ *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 91-94.