

Summer Learning PQA

Forms A and B

Organization name:	
Site/Program name:	
Name(s) of program offering(s) observed:	
Name(s) of staff member(s) observed:	
Date scored:	
Name of rater (External Assessment only):	
Email for rater (External Assessment only):	



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INTRODUCTION

PURPOSE

The Summer Learning Program Quality Assessment (SLPQA) is an instrument designed jointly by the David P. Weikart Center for Youth Program Quality, a division of the Forum for Youth Investment, and the National Summer Learning Association. The instrument represents a unique PQA for summer programs that combines elements of the validated Youth PQA with NSLA's Comprehensive Assessment of Summer Programs (CASP). Given the nature of summer programming, the instrument and process were designed to meet the unique needs of these programs, with the tool capturing specific aspects of program culture and the process fitting into a tight summer timeline. The SLPQA uses both observational evidence and interviews with site leads/site managers to collect data that can be used by summer programs to measure the quality of youth experiences. It can help staff and managers build summer programs for youth that intentionally address academic summer learning loss as well as meeting the developmental needs of youth participants.

Why Do We Assess the Quality of Summer Programs?

- To use a standard method to objectively analyze the quality of the program from multiple perspectives.
- To collect information that can be compared year over year.
- To prioritize areas for continuous improvement.
- To improve buy-in and capacity of a program to lead continuous improvement efforts.

Quality Assessment is NOT:

- An evaluation of youth outcomes.
- A judgment on whether or not a program will receive funding in future years.
- A judgment on the capabilities of individual staff or program managers.

USING THE SUMMER LEARNING PQA

The SLPQA is broken into two main components or forms: Form A to collect observational data, Form B for interview data.

Form A: Form A is the tool for observational assessment of a summer learning program. It is based on the Safe Environment, Supportive Environment, Interaction, and Engagement domains of the Youth PQA, integrating some material from the CASP and Academic Skill-Building PQA. Because summer programs may run longer than an afterschool program, often for a full day, the programs may decide to observe and score Form A twice, once for the morning portion of the program (or the for the first half of the program) and once for the afternoon portion. One scoring should be based on observations of 30-40 minutes of informal time (free time or snacks) and 80-90 minutes of structured programming or instructional time. A morning observation should be sure to include an observation of the greeting time. An afternoon observation should be sure to include departure time. Please note whether each session observed is "academic support" or "enrichment" based on the definitions below.

- **Academic support:** This session is devoted primarily to improving or reviewing academic content or skills. The focus may be math, literacy, or another school subject such as social studies.
- **Enrichment sessions:** These sessions include anything where academic learning is not the primary focus or academic learning is approached indirectly as part of a larger project. This includes structured recreation or physical activities, arts, service learning, photography, theatre, sports and so on. It may or may not include learning that supports academics, but the primary focus is fun, engaging, holistic youth development.

Interview Form B: In order to gather firsthand data on broader aspects of quality such as planning, engagement with families, staff training, etc., the SLPQA has assessors solicit information from a site lead or manager at each site.

Summer Learning PQA

Form A

Organization name:	
Site/Program name:	
Name(s) of program offering(s) observed:	
Name(s) of staff member(s) observed:	
Date scored:	
Name of rater (External Assessment only):	
Email for rater (External Assessment only):	

February, 2018



Please select all that apply to the observed session(s):

- Academic support
- Enrichment focus
- Math focus
- Literacy focus
- Informal Time

Academic support: This session is devoted primarily to improving or reviewing academic content or skills.

Enrichment focus: These sessions include anything where academic learning is not the primary focus or academic learning is approached indirectly as part of a larger project. This includes structured recreation or physical activities, arts, service learning, photography, theatre, sports and so on. It may or may not include learning that supports academics, but the primary focus is fun, engaging, holistic youth development.

EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES	
<p>1. 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either children or staff.</p>	<p>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</p>	<p>5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or youth.</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>2. 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, racial/ethnic, class, gender, ability, appearance or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, racial/ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.</p>	<p>5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>3. 1 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”).</p>	<p>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 coldly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).</p>	<p>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).</p> <div style="text-align: right;"><input type="checkbox"/></div>

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

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
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.	3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	5 The program space is free of health and safety hazards. <input type="checkbox"/>
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.	3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	5 The program space is clean and sanitary. <input type="checkbox"/>
3. 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"/>

EMERGENCY PREPAREDNESS | Appropriate emergency procedures and supplies are present.

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

ITEMS		SUPPORTING EVIDENCE/ANECDOTES		
1.	1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	5 Written emergency procedures are posted in plain view. <input type="checkbox"/>	Where are the emergency procedures posted?
2.	1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	5 At least one charged fire extinguisher is accessible and visible from the program space. <input type="checkbox"/>	Is there an accessible fire extinguisher?
3.	1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	5 At least one complete first-aid kit is accessible and visible from the program space. <input type="checkbox"/>	Is there an accessible first-aid kit?
4.	1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	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. <input type="checkbox"/>	Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left.
5.	1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.) <input type="checkbox"/>	Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left.
6.	1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	5 Access to outdoor program space is supervised during program hours. <input type="checkbox"/>	Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left.

HEALTH AND NUTRITION | Healthy food and physical activity are provided.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all youth.	<input type="checkbox"/>
2. 1 Food or drinks are not available to youth during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every youth to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all youth during the session.	<input type="checkbox"/>
3. 1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious and some is healthy.	5 Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice).	<input type="checkbox"/>
Summer Learning PQA Supplemental Item—Score based on observation and official schedule			
4. 1 Program dedicates no time every day for physical activity.	3 Program dedicates time for physical activity every day. Time allotted is less than 30 minutes per 3 hours of programming.	5 Program dedicates at least 30 minutes per 3 hours of programming daily for physical activity for all youth.	<input type="checkbox"/>

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"/>

PROGRAM FLOW | Program flow is planned, presented and paced for youth.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES	
1. 1 More than once, staff does not have enough materials ready for all youth to start activities.	3 Once, staff does not have enough materials ready for all youth to start activities.	5 Staff always has enough materials ready for all youth to start activities.	<input type="checkbox"/> Score X if no materials are needed for any observed activity.
2. 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).	<input type="checkbox"/>
3. 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).	<input type="checkbox"/>

Summer Learning PQA Supplemental Items

4. 1 The program day consists of primarily one type of activity (e.g., all free play, all academic support, or all open gym time. Do not count snack time, transitions).	3 The program consists of two or three different types of activities.	5 The program consists of four or more types of activities (i.e., a variety of types of activities—physical activity, academic support, arts, free play, organized games, intentional learning/skill building activities, quiet time, or outdoor time, etc.).	<input type="checkbox"/>
5. 1 Few if any routines and guidelines for daily tasks and events are evident.	3 Routines and guidelines for daily tasks and events are evident in some some part of the program and not in others, or are not consistent and clear.	5 Routines and guidelines for daily tasks and events are used consistently throughout the program (e.g, arrival procedures, common signals for transitions, clean-up procedures, discussion protocols, guidelines/rules for use of electronics etc.). Exceptions to routines or guidelines are explained clearly.	<input type="checkbox"/>

ACTIVE LEARNING | Activities support active engagement.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 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.	3 The activities provide opportunities for youth to engage with materials or ideas or to improve a skill though guided practice for less than half of the time.	5 The activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill though guided practice for at least half of the time. <input type="checkbox"/>
2. 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.	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).	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 his or her design to staff; staff assigns youth to small groups to work on a shared task). <input type="checkbox"/>
3. 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 or concepts (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. 1 The activities do not (will not) lead to tangible products or performances.	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.)	5 The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth (e.g. youth explain their projects to whole group, all create dance routines to perform later, youth create their own sculptures). <input type="checkbox"/>

SKILL-BUILDING AND ENCOURAGEMENT | Staff encourages and supports youth in building skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	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.	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). <input type="checkbox"/>
2. 1 Staff does not encourage youth to try out skills or attempt higher levels of performance.	3 Staff encourages some youth to try out skills or attempt higher levels of performance.	5 Staff encourages all youth to try out skills or attempt higher levels of performance. <input type="checkbox"/>
3. 1 Staff does not model skills.	3 Staff models skills for some youth.	5 Staff models skills for all youth. <input type="checkbox"/>
4. 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.	3 Staff breaks difficult task(s) into smaller, simpler steps for some youth.	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). <input type="checkbox"/>

SKILL-BUILDING AND ENCOURAGEMENT | Staff encourages and supports youth in building skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
Summer Learning PQA Supplemental Items		
<p>5. 1 Staff does not adjust the difficulty of the task or adjust supports when adjustments are clearly needed, (e.g., when youth sail through task easily, encounter frequent errors, complain about not understanding how to do task.)</p>	<p>3 Staff does not actively monitor the level of challenge for youth, but there is no clear evidence of inappropriate challenge.</p>	<p>5 Staff monitors or states an observation of the level of challenge for youth and adjusts supports to maintain appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's go on to the next set of problems.")</p>
<p>6. 1 Staff tells youth answers or what to do; rarely or never makes non-evaluative comments, guides youth's initiative in learning, asks questions that guide youth in discovering an answer to a problem .</p>	<p>3 Staff sometimes makes non-evaluative comments, guides youth's initiative in learning, asks questions that guide youth in discovering an answer to a problem .</p>	<p>5 Staff frequently guides youth initiative in learning by making non-evaluative comments or asking questions that guide youth in discovering an answer to a problem themselves (e.g., "What do you think would happen if you __ first?" "What senses could you use to add detail to this paragraph?" "I see 2 steps listed...[leaving youth to recognize there should be 3]" "Your paragraph tells me what, but not why".</p>

REFRAMING CONFLICT* | Staff uses youth-centered approaches to reframe conflict.

*Use this scale for scoring programs with youth 6-12th grade only.

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".

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

MANAGING FEELINGS* | Staff encourages children to manage feelings and resolve conflicts appropriately.

*Use this scale for scoring programs with youth in under 6th grade only.

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

ITEMS		SUPPORTING EVIDENCE/ANECDOTES	
1. (SA) 1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved.	<input type="checkbox"/>
2. (SA) 1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren), or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?").	<input type="checkbox"/>
3. (SA) 1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet).	<input type="checkbox"/>
4. (SA) 1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one.	<input type="checkbox"/>

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

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. 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).</p>	<p>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).</p>	<p>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).</p>	<input type="checkbox"/>
Summer Learning PQA Supplemental Items			
<p>2. 1 Staff does not set program culture by communicating valued ideals and principles or they are not integrated into program activities and rituals.</p>	<p>3 Staff sets program culture by communicating valued ideals and principles and integrating them into some program activities and rituals.</p>	<p>5 Staff sets program culture by communicating valued ideals and principles and integrating them into most program activities and rituals.</p>	<input type="checkbox"/>

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

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Staff does not provide opportunities for interdependent youth roles.</p>	<p>3 Staff provides the opportunity for some youth to participate in activities with interdependent roles.</p>	<p>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).</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>2. 1 Staff does not provide all youth opportunities to practice group-process skills.</p>	<p>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).</p>	<p>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).</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>3. 1 Staff does not provide opportunities for youth help someone.</p>	<p>3 Staff provides informal or youth-initiated opportunities for youth to help someone by demonstrating for explaining a task or part of a task (e.g., without being asked by a staff member, youth explains to another how to solve a math problem, play a game, or do something on the computer).</p>	<p>5 Staff provides structured opportunities for youth to help someone by demonstrating or explaining a task or part of a task (e.g., how to take over her role in a group project, explaining the rules of a game, coaching each other).</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p>4. 1 Staff does not provide opportunities for youth to lead a group.</p>	<p>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.)</p>	<p>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).</p> <div style="text-align: right;"><input type="checkbox"/></div>

ADULT PARTNERS | Youth have opportunities to partner with adults.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
<p>1. 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>	<input type="checkbox"/>
<p>2. 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).</p>	<p>3 Staff (or some of the staff) is sometimes or intermittently, actively involved with youth.</p>	<p>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).</p>	<input type="checkbox"/>
<p>Summer Learning PQA supplemental item Use with Youth in 6th- 12th grade only.</p>			
<p>3. (Y) 1 Staff and youth are not accountable to a shared behavioral contract. Staff opinion or preference takes precedence over any group agreements.</p>	<p>3 Staff consistently holds youth accountable to an agreed upon set rules, expectations, and consequences.</p>	<p>5 Youth and staff hold each other accountable to behavioral contract that defines positive behavior expectations and consequences (e.g., both staff and youth point out how rules or behavior guidelines apply in practice and support abiding by them).</p>	<div style="display: flex; align-items: center;"> <input style="margin-right: 10px;" type="checkbox"/> <p>If no behavioral contract is evident, do not rate. Mark with an X.</p> </div>
<p>Summer Learning PQA supplemental item Use with Children in under 6th grade only.</p>			
<p>4. (SA) 1 Staff behavior management style is frequently characterized by directives without reference to agreed upon rules/expectations, directives with no explanation given, and/or negative affect.</p>	<p>3 Staff behavior management style is usually/mostly characterized by positive affect, calm redirection, and reference to behavioral contract, rules, or established program expectations.</p>	<p>5 Staff behavior management style is consistently/almost always characterized by positive affect, calm redirection, or reference to behavioral contract, rules, or established program expectations.</p>	<input type="checkbox"/>

PLANNING, CHOICE, AND REFLECTION | Youth have opportunities to direct their own learning.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not provide opportunities for youth to make plans for projects or activities.	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).	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). <input type="checkbox"/>
2. 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"/>
3. 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"/>
4. 1 Staff does not engage youth in an intentional process of reflecting on what they have done.	3 Staff engages some youth in an intentional process of reflecting on what they have done.	5 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). <input type="checkbox"/>
5. 1 Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by youth on the activities but does not solicit it.	5 Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations). <input type="checkbox"/>

LEARNING STRATEGIES | Youth are supported developing learning initiative and persistence.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 When youth make errors or need to make improvements, staff does not have youth attempt to figure out for themselves how to correct or improve.	3 When youth make errors or need to make improvements, staff has youth attempt to figure out how to improve or correct, but does not guide or support the youth in responding (e.g., staff jumps in with correct answer before youth has time to respond; when youth doesn't know how to improve, staff does not rephrase question or give a hint).	5 When youth make errors or need to make improvements, staff guides or supports youth in attempting to figure out for themselves how to correct the error, or how to improve (e.g., "So, what could you do differently?" "So what did you forget to do in that subtraction problem?" "Next time, what could you do to keep yourself focused?").	<input type="checkbox"/>
2. 1 Staff does not discuss strategies/process.	3 Staff has the youth identify a learning strategy once or twice, OR staff identifies strategies, but does not have youth identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables").	5 Staff has youth identify learning strategy three or more times (preferably when youth is right <i>and</i> when youth is wrong). (Staff: "What strategy did you use to figure out that word?" Youth: "I figured it out from the rest of the sentence.")	<input type="checkbox"/>
3. 1 Staff only attributes success or failure to factors outside youth's control (e.g. innate ability, fate, luck, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").	3 Staff attributes success or failure to factors both within and outside their control <u>or</u> makes no attributions about youth's control over success or failure.	5 Staff attributes success to effort, strategy, attention, practice or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see your effort paid off." "You can do this!--just try a different strategy this time.")	<input type="checkbox"/>

HIGHER ORDER THINKING | Youth are supported in developing higher order thinking skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not encourage youth to deepen or extend knowledge.	3 One time, staff encourages youth to deepen or extend knowledge (e.g., staff asks youth questions that encourage youth to analyze; define a problem; or make comparisons, predictions, applications, inferences, or generate alternate solutions. For example, staff says, "What does this have in common with what you learned last week?").	5 Two or more times, staff encourages youth to deepen or extend knowledge (e.g., staff asks youth questions that encourage youth to analyze; define a problem; make comparisons or inferences; or predict, apply, or generate alternate solutions. For example, "Do you think the seedlings furthest from the lamp will grow more slowly or more quickly than the ones closer?").
2. 1 Staff does not have youth make connections between session activities youth's previous knowledge.	3 One time, staff has youth make connections between session activities youth's previous knowledge.	5 Two or more times, staff has youth make connections between session activities and youth's previous knowledge.
3. 1 Staff discourages creativity, curiosity, or imagination (e.g., does not allow innovation or flexible use of materials, discounts new ideas from youth. For example, the youth predicts the cat will fly, and the staff says "No, that won't happen. Cats don't fly.").	3 Staff neither discourages nor encourages youth in using their creativity, curiosity, or imagination. (e.g. does not provide inherently creative opportunities, but also does not verbally discourage creativity, curiosity or imagination.)	5 Staff supports youth in using their creativity, curiosity, or imagination (e.g., staff encourages youth to use materials, knowledge, or skills in new ways; to "wonder." For example, staff says, "Think about all the different ways you could end the story.").

MATH | Youth are supported in mathematical problem solving.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 No youth participate in mathematical problem solving.	3 Some youth participate in mathematical problem solving (e.g. "How many tables do we need to set up if each table seats four?").	5 All youth participate in mathematical problem solving (e.g., Youth explore given information and plan a solution; "I've got to figure out how much supplies to distribute so everyone has an equal amount." "I can determine the price based on the weight.").
2. 1 Youth are not given opportunities to solve mathematical problems.	3 Youth are given an opportunity to solve mathematical problems or apply mathematical knowledge and skills in only one context or setting.	5 Youth are given opportunities to solve mathematical problems or apply mathematical knowledge and skills in two or more contexts or settings (e.g., Youth are asked to measure the length of a string using a ruler during an experiment; Youth look for patterns in fabric during an art exploration; Youth use a formula to calculate their weight on another planet.)
3. 1 Youth do not develop or evaluate mathematical arguments.	3 Once, youth develop or evaluate mathematical arguments using reasoning.	5 More than once, youth develop or evaluate mathematical arguments using reasoning (e.g., "The reason I would go down Elm street rather than Monroe is because it is a straight line, and therefore a shorter distance." "I realized I must have an error with the decimal point because the amount seemed too small at the end.").

MATH | Youth are supported in mathematical problem solving.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
<p>4. 1 Staff does not support youth in linking concrete examples to principles, laws, categories, or formulas.</p>	<p>3 Once, staff support youth in linking concrete examples to principles, laws, categories, or formulas.</p>	<p>5 More than once, staff support youth in linking concrete examples to principles, laws, categories, or formulas. (e.g., "Each of these shapes is an example of a quadrilateral because each has 4 sides." "There are 100 boxes, and I've shaded in 50 of them or 50/100 which is the same as 50% or one half.").</p> <input type="checkbox"/>
<p>5. 1 Staff does not support youth in conveying concepts through symbols, models, or other nonverbal language.</p>	<p>3 Once, staff support youth in conveying concepts through symbols, models, or other nonverbal language.</p>	<p>5 More than once, staff support youth in conveying concepts through symbols, models, or other nonverbal language (e.g., youth use diagrams, equations, flowcharts, idea webs, outlines, photographs, mock-ups, physical models, graphs, charts, tables, etc.).</p> <input type="checkbox"/>

LITERACY | Youth are supported in reading and writing.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 No youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them, read parts of a play they'll perform).	3 Some youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them read parts of a play they'll perform).	5 All youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them, read parts of a play they'll perform). <input type="checkbox"/>
2. 1 Youth are not given opportunities to read.	3 Youth are given an opportunity to read in only one context or setting .	5 Youth are given opportunities to read in 2 or more contexts or settings (e.g., "Sam, can you read the directions to the game for everyone?" "This is your free reading time. You all find a comfortable place to read.") <input type="checkbox"/>
3. 1 Staff does not encourage youth to write about their experiences, feelings or opinions.	3 Staff encourages some youth to write about their experiences, feelings or opinions.	5 Staff encourages all youth to write about their experiences, feelings or opinions. <input type="checkbox"/>
4. 1 Staff does not talk with youth about vocabulary or the meaning or use of words.	3 Staff talks with youth about vocabulary or the meaning and use of words once (e.g., "So what would be another word you could use to say the same idea?")	5 Staff talks with youth about vocabulary or the meaning and use of words more than once (e.g., "So what would be another word you could use to say the same idea?") <input type="checkbox"/>
5. 1 Neither books/reading materials or comfortable reading places are provided for free reading.	3 Books and reading materials OR comfortable reading places are available for free reading .	5 Books and reading materials at a variety of reading levels and comfortable reading places are available for free reading. <input type="checkbox"/>
6. 1 Youth do not experience any of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling.	3 Youth experience one of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling.	5 Youth experience two or more of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling. <input type="checkbox"/>

GREETING TIME | Opening and arrival time.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 No youth are greeted by staff as they arrive or at the start of the program.</p>	<p>3 Some youth are greeted by staff as they arrive or at the start of the program.</p>	<p>5 All youth are greeted by staff as they arrive or at the start of the program.</p>	<p><input type="checkbox"/> If greeting time was not observed, do not rate. Mark with an X.</p>
<p>2. 1 Staff does not provide youth with a routine for arrival time and does not start program day within 10 minutes of scheduled time.</p>	<p>3 Staff provides youth with a routine for arrival time or starts program day within 10 minutes of scheduled time, but not both.</p>	<p>5 Staff provides youth with a routine for arrival time and starts the program day within 10 minutes of scheduled time.</p>	<p><input type="checkbox"/></p>
<p>3. 1 There is not a welcoming activity or icebreaker to welcome the children to the program.</p>	<p>3 There is a welcoming activity or icebreaker to welcome the children to the program, but it does not incorporate themes, entertainment or aspects of program culture.</p>	<p>5 There is a welcoming activity or icebreaker to welcome the children to the program that incorporates themes, entertainment or aspects of program culture.</p>	<p><input type="checkbox"/></p>

TRANSITIONS | When a group of children moves to another activity in a different location

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Transition times are mostly disorganized and chaotic.</p>	<p>3 Some transition times are smooth and quick and some are not; or transition times are not smooth and quick, but are also not disorganized and chaotic.</p>	<p>5 All transition times are smooth and quick.</p>	<div style="text-align: center;"><input type="checkbox"/></div>
<p>2. 1 Staff never clearly communicates to the children how the transition is to occur and the children do not follow procedures without explanation.</p>	<p>3 Sometimes staff clearly communicates to the children how the transition is to occur or the children sometimes appear to already follow the procedures without explanation.</p>	<p>5 Staff always clearly communicates to the children how the transition is to occur or the children appear to already follow the procedures without explanation.</p>	<div style="text-align: center;"><input type="checkbox"/></div>

DEPARTURE | When children leave program for the day

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Departure time is disorganized and chaotic (e.g., children, parents, and staff are getting in each other's way, staff are not clear about who has already left, there is no organized procedure or it is not followed.)</p>	<p>3 The departure process is partially organized and partially disorganized, OR there is an organized departure process, but all staff do not follow it completely.</p>	<p>5 There is an organized departure process and all staff follow it carefully (e.g., there is a sign-out process for parents when picking up children, staff make sure children go home with authorized person, staff keep track of who has left if children go home on their own or use other forms of transportation).</p>	<p><input type="checkbox"/></p>
<p>2. 1 Children who are not leaving do not have constructive activities to do while they wait.</p>	<p>3 Children who are not leaving sometimes have constructive activities to do while they wait.</p>	<p>5 Children who are not leaving always have constructive activities to do while they wait.</p>	<p><input type="checkbox"/> If program buses children home, score X.</p>
<p>3. 1 Staff does not touch base, provide updates, greet or acknowledge any parents/guardians.</p>	<p>3 Staff touches base, provides updates, greets, or acknowledges at least some of the parents/guardians.</p>	<p>5 Staff greets or acknowledges all the parents/guardians or others that pick up children AND touches base or provides updates to at least some.</p>	<p><input type="checkbox"/> If program buses children home, score X.</p>

Summer Learning PQA

Form B Site Lead Interview



Enter Form B data in Form B section of Scores Reporter

February 2018

PLANNING FOR PROGRAMMING

1. INDIVIDUALIZED, TAILORED INSTRUCTION

1 Observation during the program may lead staff to group some youth differently, but there is no uniform process for differentiating activities.

3 The results of the pre-program assessment(s) inform instruction, and staff sometimes differentiate or modify activities based on participant abilities or dispositions.

5 The results of the pre-program assessment(s) inform instruction, and staff regularly differentiate or modify activities based on participant abilities or dispositions.

INTERVIEW QUESTIONS

Does the program regularly incorporate strategies for modifying activities for youth of varying abilities or dispositions?
If yes, does individualization involve:

- Regularly individualizing for youth, based on pre-program assessment
- Sometimes individualizing or modifying for youth based on assessment
- No pre-program assessment; individualization, if any, is not based on a uniform process

2. LESSON PLAN FRAMEWORK

1 Program provides site leads and line staff with a format for lesson planning that is not connected to academic standards and doesn't include standard routines or instructional strategies to guide teaching and learning

3 Program provides site leads and line staff with a format for lesson planning that is only connected to academic standards **OR** that only includes standard routines or instructional strategies to guide teaching and learning.

5 Program provides site leads and line staff with a framework for unit and/or lesson planning that is connected to academic standards and includes standard routines and instructional strategies to guide teaching and learning and may connect to youth goals.

Are staff provided with a specific format or framework for planning lessons?
If yes, are they connected to:

- Academic goals
- Standard routines
- Instructional strategies
- Youth outcome goals

3. CURRICULUM IMPLEMENTATION

1 Site lead and staff do not meet during the summer program to discuss implementation of curriculum and activities to meet the needs of individual students.

3 Site lead and staff meet during the summer program to discuss implementation of curriculum and activities to meet the needs of individual students, but less than weekly.

5 Site lead and staff meet at least weekly during the summer program to discuss implementation of curriculum and activities to meet the needs of individual students.

How often do frontline staff meet with the site lead during the summer program to discuss implementation of curriculum and to see that activities meet the individual needs for students?

- At least weekly
- Less than weekly
- Not at all during the summer

PLANNING FOR PROGRAMMING

4. IMPROVEMENT PLANNING

1 Neither year-round nor seasonal staff, are involved in using data for program improvement planning

3 Either year-round or seasonal staff, but not both, are involved using data for program improvement planning.

5 Both year-round and seasonal staff are involved in using data for program improvement planning.

Are year-round and seasonal staff involved in using data for program improvement planning?

If yes, which staff are involved:

- Year-round
- Seasonal
- Both
- Neither

INTERVIEW QUESTIONS

5. PROACTIVE PLANNING

1 Site lead and/or staff begin planning for the summer session less than three months in advance

3 Site lead and/or staff begin planning for the summer session three or more months in advance, but not at the close of the current summer session

5 Site lead and/or staff begin planning for the next summer session at the close of the current summer session.

When does the program begin planning for the next summer session?

- At the end of the current summer season
- Three or four months in advance of the next summer season
- Less than three months in advance

REPRESENTATIVE DATA AND INPUT

1. DATA COLLECTION

1 The program does not collect these forms of data.

3 The program collects one of these forms of data.

5 The program collects two or more of these forms of data.

In addition to this SLPQA data collection, what forms of data do you collect to know if the program is meeting each of its goals?

- Surveys
- Administrative data
- Focus group
- Formal or informal youth assessment

INTERVIEW QUESTIONS

2. STAKEHOLDER GROUPS

1 The program does not collect data from these stakeholder groups.

3 The program collects data from one or two of these stakeholder groups.

5 The program collects data from three or more of these stakeholder groups.

When you collect data, which stakeholder groups provide their perspectives on your summer program?

- Staff
- Youth
- Families
- Partners
- Other

3. STAFF INPUT

1 Neither the site lead nor staff have input into the choice of the curriculum and development of activities for the summer.

3 Either the site lead or staff have input into the choice of curriculum and the development of the activities for the summer.

5 Both the site lead and the staff have input into the choice of curriculum and the development of activities for the summer.

Who has input into the choice of curriculum and activities?

- Both the site lead and the line staff
- Either the site lead or line staff, but not both
- Neither the site lead nor line staff

REPRESENTATIVE DATA AND INPUT

4. YOUTH INPUT

1 Site does not solicit input from youth to inform curriculum, program, or lesson plan design each year.

3 Site informally solicits input from youth to inform curriculum, program, or lesson plan design and content each year.

5 Site formally solicits input from youth to inform curriculum, program, or lesson plan design and content each year.

INTERVIEW QUESTIONS

To your knowledge, were any of the older youth (above 5th grade) asked to provide input on curriculum, program, or lesson plan and content within the past year? If yes, how was the input solicited?:

- No input on these topics was solicited from youth
- Input was solicited formally
- Input was solicited informally

5. YOUTH ASSESSMENT

1 Program uses non-standardized methods to assess baseline knowledge, skill, or attitudes of some youth, or does not assess baseline knowledge, skills, or attitudes.

3 Program uses standardized methods to assess baseline knowledge, skill, or attitudes of all youth, but assessments may not all be aligned with youth or program goals.

5 Program uses standardized methods to assess baseline knowledge, skill, or attitudes of all youth, and assessments are aligned with youth or program goals.

When and how does the program assess the knowledge, skill or attitudes of youth that are served? The program uses:

- Standardized methods
- Assessments aligned to youth or program goals
- Assessment at baseline (baseline = during or prior to first week of the program)
- Assessments with all youth

ALIGNMENT WITH PROGRAM PURPOSE

1. MISSION

1 Site lead does not know mission/mission statement.

3 Site lead knows mission/mission statement partially or vaguely.

5 Site lead can articulate mission/mission statement.

Do you know the mission statement for your program?

- Yes
- No

INTERVIEW QUESTIONS

2. STRATEGIC PLAN

1 There is no strategic plan, or neither the site lead nor the staff know the content of the strategic plan.

3 The program has a strategic plan, but not all staff know the content of the strategic plan.

5 The program has a strategic plan and the site lead and all staff know the content of strategic plan.

Are you aware of a strategic plan for your program? If yes, was this communicated to you and the rest of the staff?

- Yes, strategic plan exists
- Site lead knows its content
- Some staff know its content
- All staff know its content
- No staff know its content

3. STRATEGIC PLAN REVIEWED

1 Site lead and/or staff do not have a opportunity to review or update strategic plan at least once a year.

3 Site lead and/or staff have an opportunity to participate in updating or reviewing the strategic plan once a year.

5 The site lead and all staff have the opportunity to participate in updating or reviewing the strategic plan formally twice a year.

How often is the strategic plan formally updated?

- Less than once a year
- Once a year
- Twice a year or more

Who is involved in updating the strategic plan?

- Site lead
- Some staff
- All staff
- No staff

STAFF TRAINING AND SUPPORTS

1. PRE-PROGRAM STAFF TRAINING

1 Site does not require summer staff training for all staff, **OR** only requires training necessary for the safety of staff and participants prior to the start of the session, such as CPR or first aid.

3 Site requires summer staff training for all staff, but it is not program-specific (e.g., general training on youth development, but does not include plans, practice or concrete discussion to apply it to programming).

5 Site requires summer program-specific staff training for all staff (e.g., staff learn about and practice a curriculum they will be using in the summer).

Does the site require any training for staff before the summer session starts? If yes, which of the following types of training is required?

- Summer program specific training
- Non program specific training
- Only requires training specific to the safety of staff or participants (ex. CPR/first aid)

2. TRAINING BASED ON NEEDS

1 The program never sets training objectives based on identified needs and competencies.

3 The program sometimes sets training objectives based on identified needs and competencies.

5 The program almost always sets training objectives based on identified needs and competencies.

How often does your program set training objectives based on identified needs and competencies?

- Almost always
- Sometimes
- Never
- No identified competency needs

3. SUPPORT FOR NON-CERTIFIED TEACHERS

1 Program does not offer additional specialized training or support for staff with little or no instructional experience.

3 Program offers additional specialized training and support for staff with little or no instructional experience. Training includes classroom and behavior management **OR** instructional strategies, but not both.

5 Program offers additional specialized training and support for staff with little or no instructional experience. Training includes classroom and behavior management and instructional strategies.

Does the program provide any specialized training and support for staff with little or no instructional experience? If yes, which of the following does the training or support cover?:

- Classroom and behavior management
- Instructional strategies

STAFF TRAINING AND SUPPORTS

4. STAFF COLLABORATION

1 Program does not provide opportunities for staff to collaborate, practice or plan lessons together, learn from each other or facilitate activities with one another.

3 The program mandates opportunities for staff to collaborate, practice or plan lessons together, learn from each other, or facilitate activities with one another, but they are not regularly scheduled.

5 The program mandates regularly scheduled opportunities for staff to collaborate, practice or plan lessons together, learn from each other, or facilitate activities with one another.

Does the program mandate regular opportunities for staff to collaborate, practice or plan lessons together, learn from each other, or facilitate activities with one another? If yes, how often does this occur?

- Regularly
- Not regularly
- Does not provide opportunity

INTERVIEW QUESTIONS

5. STAFF OBSERVATION AND FEEDBACK

1 Site lead does not observe and provide feedback to all staff members.

3 Site lead observes each staff member at least once during the summer session and provides feedback at planned intervals.

5 Site lead observes each staff member during the summer session and provides feedback at planned intervals. Some or all staff are observed multiple times.

Does the site have a set process for staff observation and feedback during the summer for every staff member? If yes, how frequently do observations and feedback sessions occur?

- Observes each staff only once
- Observes some staff more than once
- Provides feedback

6. YEAR AROUND PD

1 No year-round or seasonal staff participate in professional development during the course of the year

3 Some of our year-round and seasonal staff participate in professional development during the course of the year.

5 All of our year-round and seasonal staff participate in professional development during the course of the year.

How many year-round and seasonal staff participate in professional development during the course of the year?

- All
- Some
- None

STAFF COMPOSITION

1. STAFF RETENTION

1 The program retained less than 25% of eligible staff from last year to this year.

3 The program retained from 25% to 74% of eligible staff from last year to this year.

5 The program retained 75% or more of eligible staff from last year to this year.

From last year to this year, what percentage of eligible staff did your program retain?

INTERVIEW QUESTIONS

2. ADULT-YOUTH RATIO

1 The average ratio of adults to youth during program activities is 1 adult to 18 youth or more.

3 The average ratio of adults to youth during program activities is 1 adult to between 9 and 18 youth.

5 The average ratio of adults to youth during program activities is 1 adult to 8 youth or fewer.

What is the average adult-to-youth ratio for program activities?

____Adults to ____Youth

3. CERTIFIED TEACHER AVAILABLE

1. A certified teacher is never available to support staff when the curriculum is being chosen and classroom activities are being planned.

3. A certified teacher is sometimes available to support staff when the curriculum is being chosen and classroom activities are being planned.

5. A certified teacher is almost always available to support staff when the curriculum is being chosen and classroom activities are being planned.

How often is a certified teacher available to support staff when the curriculum is being chosen and classroom activities are being planned?

- Almost always
- Sometimes
- Never

4. DEFINED COMPETENCIES

1 Upon hiring, the program never formally assesses staff abilities against a set of defined competencies for that position.

3 Upon hiring, the program sometimes formally assesses staff abilities against a set of defined competencies for that position.

5 Upon hiring, the program almost always formally assesses staff abilities against a set of defined competencies for that position.

Upon hiring, does your program formally assess staff abilities against a set of defined competencies for that position?

- Yes
- No

If so, how often?

- Almost always
- Sometimes
- Never

ENROLLMENT AND ATTENDANCE

1. AVERAGE ATTENDANCE

1 Participants attend an average of less than 50% of the sessions.

3 Participants attend an average of from 50% to 84% of the sessions.

5 Participants attend an average of 85 % or more of the sessions.

On average, what percentage of the summer sessions do participants attend?

INTERVIEW QUESTIONS

2. YEAR-YEAR RETENTION

1 Less than 20% of eligible youth attend the program for at least two years.

3 From 20% to 79% of eligible youth attend the program for at least two years.

5 80% or more of eligible youth attend the program for at least two years.

What percentage of eligible youth attend the program for at least two years? (Eligible youth are those who still meet admission criteria and have not aged out of the program.)

3. RECRUITMENT CRITERIA

1 The program did not meet its goal in recruiting target population youth.

3 The program met its goal in recruiting target population youth.

5 The program exceeded its goal in recruiting target population youth.

Did your program meet or exceed its goal in recruiting target population youth? (For instance the program goal may be that a certain percentage of participants are at academic risk, are low-income, are from a certain city/neighborhood /ethnic group, etc.).

4. NUMBER OF PROGRAMMING HOURS

1 During the summer session, less than 80 hours of programming are offered to each youth.

3 During the summer session, between 80-149 hours of programming are offered to each youth.

5 During the summer session, at least 150 hours of programming are offered to each youth.

During the summer session, how many hours of programming do you offer to each youth?

FAMILY CONNECTIONS

1. YEAR-ROUND CONTACT WITH FAMILIES

1 Program communicates with families in advance of the summer program and/or at regular intervals during the program, but not throughout the school year.

3 Program communicates with families in advance of the summer program, at regular intervals during the program and throughout the school year.

5 Program communicates with families in advance of the summer program, at regular intervals during the program and provides opportunities for participants and families to reconvene during the school year.

In which of the following ways does the program communicate with families?

- In advance of summer program
- Regularly during the summer program
- Throughout the year

Does the program bring participants and their families together during the school year at any time? ___Yes ___No

2. RELATIONSHIP-BUILDING WITH FAMILIES

1 Staff may acknowledge parents at arrival and departure, but does not make an effort to learn the names of all parents and caregivers or greet them personally. Staff rarely shares success stories and constructive feedback with families about their child.

3 Staff makes an effort to learn the names of all parents and caregivers and greet them personally. Staff primarily shares success stories and constructive feedback with families about their child through informal, unscheduled conversation.

5 All staff makes an effort to learn the names of all parents and caregivers and greet them personally. All staff makes a regular effort to share success stories and constructive feedback with families about their child through both written updates and conversations.

What kinds of interactions do staff have with families on a daily or weekly basis? Does staff share information about how their children are doing in the program? If so, how? Does staff have an opportunity to get to know or acknowledge parents personally?

- Staff tries to learn caregivers names
- Staff greets caregivers
- Staff updates caregivers about child in writing
- Staff shares success stories and constructive feedback in conversations
- Staff shares with caregivers regularly
- Staff shares with caregivers mostly informally

3. FAMILY PARTICIPATION OPPORTUNITIES

1 There are no opportunities for families to participate in the program.

3 There are either required or voluntary opportunities for families to participate in the program, but not both.

5 There are both required and voluntary opportunities for families to participate in the program,

Are there required and/or voluntary opportunities for families to participate in the program?

- Required
- Voluntary

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