

DAVID P. WEINKART
CENTER FOR YOUTH
PROGRAM QUALITY

NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES

NYS-OCFS PQA SHORT FORM 2nd Edition

Agency/Program name:	
Assessment Team:	
Date range of observation:	
Description of observations: (who observed what):	



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NYS-OCFS PQA Introduction

The NYS-OCFS PQA Short Form is designed for use by a team to examine, discuss, and plan to improve the quality of their youth program. The NYS-OCFS PQA provides an introduction to the best practices of positive youth development. The NYS-OCFS PQA draws upon elements of the Youth Program Quality Assessment (Youth PQA)¹, which is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. The NYS-OCFS PQA is structured around the 8 key developmental features identified by the National Research Council.² This tool consists of a set of scorable standards for best practices in afterschool programs, community organizations, schools, summer programs, and other places where youth have fun, work, and learn with adults.

This instrument is meant for use as a program assessment by a site team. As such, the methods we recommend for scoring the tool are designed primarily to achieve adult learning ends for members of site teams who are reflecting on their own practice and planning for change. The full Youth PQA is designed for both program self assessment and external assessment conducted by reliable outside observers. The Youth PQA is at the heart of the Youth Program Quality Intervention, a continuous improvement program that has been shown in an experimental field trial to improve program quality. Though rooted in youth development research, the NYS-OCFS PQA has not yet been subjected to evaluation for validation. For this reason, this tool is best used through a team assessment process and with a low stakes accountability policy. The tool is structured with observational items listed at the top of the page, followed by Administrative Self Interview items, highlighted in gray. The complete assessment process is outlined on the right.

For more information on the Youth PQA and the Youth Program Quality Intervention, please contact the David P. Weikart Center for Youth Program Quality at (734) 961-6900 or the Forum for Youth Investment at (202) 207-3333.

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¹ Smith, C., & Hohmann, C. (2005). *Full findings from the Youth PQA validation study*. Ypsilanti, MI: HighScope Educational Research Foundation.

² Eccles, J. S., & Gootman, J. A. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press.

NYS-OCFS PQA Instructions

1. *Training and team selection*

The assessment can happen in multiple ways: (1) The recommended process is a team-based program assessment. The team can consist of a county or site lead who will coordinate the process, one to two other staff and, if possible, board members, parents, youth or other community members. Team members each observe the program in action, and the team comes together to score a single NYS-OCFS PQA Form. (2) County Youth Bureau external monitors or other funders could work with the site assessment team or independently conduct observations. The county or site lead should identify participants and a plan for conducting the observations at the beginning of the process.

Once the team is chosen or monitor has been identified, participants should receive training in observational note-taking and use of the NYS-OCFS PQA. Local county leads and online resources are available to assist with training.

2. *Data Collection Preparation, Observation & note-taking.*

We recommend staff observe each other leading activities for at least 30 minutes and take objective notes while watching. You should take notes on a separate paper or laptop and complete the NYS-OCFS PQA after the observation. When items are not observed, ask follow-up questions given in the evidence box to support scoring.

3. *Team-based Scoring Meeting*

Next the assessment team gathers to discuss their observations. It is important to remember people's feelings—it can be scary to have others critique your youth work! The team will go through the NYS-OCFS PQA item-by-item to agree on scores as a team. At this time, the team or administrator can determine the scores for the gray Administrator Self Interview based on reflection of the policies, procedures and practices of the program. Plan at least 2 hours for this scoring meeting. For observations conducted by a single site manager or county external monitor, the observer should score the NYS-OCFS PQA on their own, using their notes from the observation. Administrative Self Interview items should still be discussed with the program administrator.

Once completed, final scores should be marked on page 10, entered into the Excel-based Scores Reporter, and given to your County Youth Bureau lead(s). The scores will then be entered onto the OCFS Online System, as applicable.

4. *Improvement planning*

Ideally, the scoring process should lead right into ideas for how to improve the program. We recommend that the team first identify strengths and then focus on no more than 3 areas for improvement. Resources are available to support improvement planning. Later, plan time to reflect on the process.

Physical and Psychological Safety

Items			Supporting Evidence/Anecdotes
<p>1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile; with negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures, or other such actions that are not mediated by either youth 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 by staff or youth.</p>	<input type="checkbox"/>
<p>1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.</p>	<p>3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.</p>	<p>5 The program space is free of health and safety hazards.</p>	<input type="checkbox"/>
<p>1 There are no written emergency procedures or exits (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff is unable to locate procedures.</p>	<p>3 Written emergency procedures and exits are not posted, but staff is able to locate them.</p>	<p>5 Written emergency procedures and exits are posted in plain view.</p>	<input type="checkbox"/> Where are the emergency procedures and exits?
<p>1 Access to indoor and outdoor program space is unsupervised during program hours.</p>	<p>3 Access to either the indoor or outdoor program space is sometimes supervised during program hours and sometimes not.</p>	<p>5 Access to indoor and outdoor program space is supervised during program hours.</p>	<input type="checkbox"/> Is access to the program space supervised?

Appropriate Structure

Items			Supporting Evidence/Anecdotes	
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"/>	
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"/>	
1 Staff rarely shares or attempt to share control of activities with youth.	3 Staff attempts to share control with youth but end up controlling most activities themselves.	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).	<input type="checkbox"/>	
1 Staff provides no explanation or reason for behavioral expectations, guidelines or directions given to youth.	3 Staff provides an explanation or reason for some behavioral expectations, guidelines or directions given to youth.	5 Staff provides an explanation or reason for every behavioral expectation, guideline or direction given to youth.	<input type="checkbox"/>	

Administrator Self Interview

1 Youth and staff do not develop any guidelines for behavior together.	3 Youth and staff together develop some guidelines for behavior (e.g., attire and standards of respect and cultural awareness), but other guidelines are developed without both staff and youth input.	5 Almost all guidelines for behavior (e.g., attire and standards of respect and cultural awareness) are developed by youth and staff together.	<input type="checkbox"/>	Who develops guidelines for behavior?
1 Rules and behavioral expectations are not readily available and the staff does not review them with participants.	3 Rules and behavioral expectations are readily available, but the staff does not review them with participants over the course of the program offering (e.g. at the beginning of each session).	5 Rules and behavioral expectations are readily available and the staff reviews them with participants over the course of the program offering (e.g. at the beginning of every session or whenever infractions are likely to occur).	<input type="checkbox"/>	Are rules and behavioral expectations available? Does staff review them with youth?

Supportive Relationships

Items			Supporting Evidence/Anecdotes
<p>1 During activities, staff mainly uses a negative tone of voice and disrespectful language.</p>	<p>3 During activities, staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.</p>	<p>5 During activities, staff mainly uses a warm tone of voice and respectful language.</p>	<input type="checkbox"/>
<p>1 During activities, no staff is 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 During activities, staff (or some of the staff) is sometimes, or intermittently, actively involved with youth.</p>	<p>5 During activities, 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>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.</p>	<p>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).</p>	<p>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).</p>	<input type="checkbox"/>

Administrator Self Interview

<p>1 New staff participates in less than 4 hours of preservice orientation activities AND preservice orientation activities do <u>not</u> include elements of youth development</p>	<p>3 New staff participates in 4 or more hours of preservice orientation activities OR preservice orientation activities include elements of youth development</p>	<p>5 New staff participates in 4 or more hours of preservice orientation activities AND preservice orientation activities include elements of youth development.</p>	<input type="checkbox"/>	<p>Does new staff participate in preservice orientation? Does this orientation include youth development elements?</p>
<p>1 Training for program staff is not provided two or more times a year.</p>	<p>3 Relevant training for program staff is provided two or more times a year, either on -or off-site, but topics are not related to positive youth development.</p>	<p>5 Relevant training for program staff is provided two or more times a year, either on -or off-site, on a variety of topics related to positive youth development. Topics may include but are not limited to: conflict resolution, social/emotional development, cultural competency, focus on youth strengths, or resiliency.</p>	<input type="checkbox"/>	<p>Does staff get regular training in positive youth development topics?</p>

Opportunities to Belong

Items			Supporting Evidence/Anecdotes
<p>1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance, or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance, or sexual orientation bias, but comments are not directed at anyone present.</p>	<p>5 There is no evidence of bias but rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.</p>	<input type="checkbox"/>
<p>1 Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).</p>	<p>3 Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session).</p>	<p>5 Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).</p>	<input type="checkbox"/>
<p>1 The activity does not include opportunities for youth to work cooperatively together.</p>	<p>3 The activity includes opportunities for some youth to work cooperatively together.</p>	<p>5 The activity includes opportunities for all youth to work cooperatively together.</p>	<input type="checkbox"/>

Administrator Self Interview

<p>1 None of the following are present: a staff member speaks an other-than-English language spoken by program participants, food reflects cultural diversity, decorations reflect cultural diversity, some staff share cultural/racial/ethnic background of participants, youth or families are invited to share about their culture, the program space displays youth's work.</p>	<p>3 Cultural diversity is promoted by 1 or 2 of the following: a staff member speaks an other-than-English language spoken by program participants, food reflects cultural diversity, decorations reflect cultural diversity, some staff share cultural/racial/ethnic background of participants, youth or families are invited to share about their culture, the program space displays youth's work.</p>	<p>5 Cultural diversity is promoted by at least 3 of the following: a staff member speaks an other-than-English language spoken by program participants, food reflects cultural diversity, decorations reflect cultural diversity, some staff share cultural/racial/ethnic background of participants, youth or families are invited to share about their culture, the program space displays youth's work.</p>	<input type="checkbox"/>	<p>How is cultural diversity promoted by staff?</p>
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Positive Social Norms

Items			Supporting Evidence/Anecdotes
<p>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 coolly 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>	<input type="checkbox"/>
<p>1 Youth do not identify with the program offering (e.g., many youth complain about or express dislike of the program offering or activities).</p>	<p>3 Youth do not strongly identify with the program offering but do not complain or express dislike.</p>	<p>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).</p>	<input type="checkbox"/>
<p>1 The activities provide no opportunities to acknowledge the achievements, work, or contributions of youth.</p>	<p>3 The activities provide 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).</p>	<p>5 The activities include structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth.</p>	<input type="checkbox"/>
<p>Administrator Self Interview</p> <p>1 The organization does not have explicit conflict resolution policies or procedures.</p>			<input type="checkbox"/> Does the organization have a conflict resolution policy? If yes, what does it entail?
<p>3 The organization has explicit conflict resolution policies or procedures, but they do not include all of the following (1) approaches youth conflicts in a, non-threatening manner (i.e. approaches calmly, stops hurtful actions, and acknowledges youth feelings); (2) seeks input from youth to determine cause and solution of conflict; (3) examines relationship between actions and consequences; (4) follows up with those involved afterward.</p>	<p>5 The organization has explicit conflict resolution policy or procedure that consists of several steps that staff uses when addressing youth conflicts in a, non-threatening manner (i.e. approaches calmly, stops hurtful actions, and acknowledges youth feelings); (2) seeks input from youth to determine cause and solution of conflict; (3) examines relationship between actions and consequences; (4) follows up with those involved afterward.</p>		

Support for Efficacy and Mattering

Items			Supporting Evidence/Anecdotes
<p>1 The activities do not (will not) lead to tangible products or performances.</p>	<p>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).</p>	<p>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).</p>	<p><input type="checkbox"/> n/o = 1</p>
<p>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>	<p><input type="checkbox"/></p>
<p>1 Staff does not provide opportunities for youth to make plans for projects or activities.</p>	<p>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).</p>	<p>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).</p>	<p><input type="checkbox"/></p>
<p>1 Staff does not provide opportunities for all youth to make content choices.</p>	<p>3 Staff provides opportunities for all youth to choose among alternatives, but choices are limited to discrete choices presented by the leader.</p>	<p>5 Staff provides opportunities for all youth to make at least one open-ended choice (content or process) within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics, or aspects of a given topic; youth decide roles, order of activities, tools or materials, or how to present results).</p>	<p><input type="checkbox"/></p>
<p>1 Staff does not engage youth in an intentional process of reflecting on what they are doing or have done.</p>	<p>3 Staff engages some youth in an intentional process of reflecting on what they are doing or have done.</p>	<p>5 Staff engages all youth in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress or feelings about the experience).</p>	<p><input type="checkbox"/> n/o = 1 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.</p>
<p>Administrator Self Interview</p>			
<p>1 Youth and staff do not share responsibilities on any of the following: (1) program quality review/ improvement; (2) hiring or training staff; (3) recruiting new youth to the organization; (4) program evaluation and feedback (5) determining program schedules and program offerings.</p>	<p>3 Youth and staff share responsibilities on one or two of the following: (1) program quality review/ improvement; (2) hiring or training staff; (3) recruiting new youth to the organization; (4) program evaluation and feedback; (5) determining program schedules and program offerings.</p>	<p>5 Youth and staff share responsibilities on at least three of the following: (1) program quality review/improvement; (2) hiring or training staff; (3) recruiting new youth to the organization; (4) program evaluation and feedback (5) determining program schedules and program offerings.</p>	<p><input type="checkbox"/> Do youth participate in program quality review, hiring/training staff, recruiting new youth, program evaluation or determining program schedules?</p>

Opportunities for Skill Building

Items			Supporting Evidence/Anecdotes
<p>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.</p>	<p>3 The activities provide limited opportunities for youth to engage with materials or ideas or to improve a skill through guided practice.</p>	<p>5 The bulk of the activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill through guided practice (e.g. debating ideas, learning or improving a dance routine or technique, designing a model rocket, modeling with clay. This does not include just memorizing facts or learning about something).</p>	<p><input type="checkbox"/> n/o = 1</p>
<p>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, i.e. lecture format)</p>	<p>3 The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning or concepts (activities almost exclusively consist of youth doing, practicing, or experiencing, without learning about or discussing the how, what, or why).</p>	<p>5 The activities balance concrete experiences involving materials, people, and projects (e.g., field trips, experiments, practicing dance routines, creative writing) with abstract learning or concepts (e.g., learning, talking about a topic; lectures; staff providing diagrams, formulas).</p>	<p><input type="checkbox"/></p>
<p>1 Youth are not encouraged to try out skills or attempt higher levels of performance.</p>	<p>3 Some youth are encouraged to try out skills or attempt higher levels of performance but others are not.</p>	<p>5 All youth are encouraged to try out skills or attempt higher levels of performance.</p>	<p><input type="checkbox"/> n/o = 1</p>
<p>1 When youth struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment, or making fun of the youth.</p>	<p>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 get around to responding to all of them; staff ignores struggling youth).</p>	<p>5 When youth struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., youth are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).</p>	<p><input type="checkbox"/> 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 the item above scores a 3 or 5.</p>

Integration of Families, Schools, Communities

Items			Supporting Evidence/Anecdotes
<p>1 Family members are not formally or informally welcomed as part of the program AND there are limits or barriers to their participation (i.e. family members are not allowed or are discouraged from being present during the program offering).</p>	<p>3 There are no formal policies or procedures to encourage family members' participation, but family participation is allowed or welcomed.</p>	<p>5 Family members are formally welcomed as part of the program (e.g., there is an open door policy, families are given opportunities to volunteer or participate, there is an orientation on program enrollment).</p>	<p><input type="checkbox"/> How are families welcomed into the program?</p>
<p>1 No communication occurs with most families of youth participants.</p>	<p>3 Some communication with families of youth participants occurs, but it is informal or there is no plan to make sure it occurs.</p>	<p>5 Staff has intentional or established ways of communicating with families (e.g., conferences, communicate about youth academic and social or emotional goals, newsletters and phone calls).</p>	<p><input type="checkbox"/> In what ways does staff communicate with families?</p>
<p>1 Communication with families almost always focuses exclusively on solving problems.</p>	<p>3 Communication with families sometimes focuses on youth strengths, setting goals, and/or building a team with parents, but often focus exclusively on dealing with problems.</p>	<p>5 Communication with families usually focuses on youth strengths, setting goals, and building a team with families rather than on dealing with problems.</p>	<p><input type="checkbox"/> What is the focus of communication with families?</p>
<p>1 No communication occurs with schools that serve youth.</p>	<p>3 Communication with schools is limited to coordination of transportation, schedules, or other logistics.</p>	<p>5 Communication with schools occurs to better coordinate supports and opportunities for youth.</p>	<p><input type="checkbox"/> In what ways does staff communicate with schools? If program is seasonal or it is not appropriate to communicate with schools, do not rate. Write an "X" in the box at the left.</p>
<p>1 No communication occurs with other organizations that serve youth.</p>	<p>3 Communication with other youth organizations is limited to coordination of transportation, schedules, or other logistics.</p>	<p>5 Communication with other youth organizations occurs to better coordinate supports and opportunities for youth.</p>	<p><input type="checkbox"/> In what ways does staff communicate with other youth organizations?</p>
<p>1 The organization does not actively build links to the community.</p>	<p>3 The organization actively builds links to the community in only one of the following ways: (1) actively seeks new participants by reaching out to youth and families that are not yet involved in the program; (2) seeks opportunities for youth to participate in community service, civic engagement, or service learning; (3) recruits and trains community volunteers from diverse backgrounds to assist in program; (4) pursues new opportunities for community members to support the program (e.g., in-kind donations of space and materials, financial support).</p>	<p>5 The organization actively builds links to the community in two of the following ways: (1) actively seeks new participants within the community; (2) seeks opportunities for youth to participate in community service (3) recruits community volunteers from diverse backgrounds to assist in program; (4) pursues new opportunities for community members to support the program (e.g., in-kind donations of space and materials, financial support).</p>	<p><input type="checkbox"/> In what ways does the organization build links to the community?</p>

Continuous Improvement

Items

1 The organization does not have explicit continuous improvement policies or procedures.

3 The organization has continuous improvement policies or procedures, but they include only one of the following: 1) assessment with a site team; 2) team planning for improvement; 3) providing feedback on the implementation of the plan; 4) aligning professional development with identified areas for improvement.

5 The organization has explicit continuous improvement policy or procedure that consists of several steps, including: (1) assessment with a site team; (2) planning with team; (3) providing feedback on implementation of the plan; (4) aligning professional development.

Supporting Evidence/Anecdotes

Does the organization have a continuous improvement policy? If yes, what does it entail?

NYS-OCFS PQA Summary and Scoring

Score			Score		
Physical and Psychological Safety	Emotional climate		Positive Social Norms	Youth do not exhibit exclusion	
	Healthy and safety			Strongly identify with the program	
	Emergency procedures and exits			Publicly acknowledge achievements	
	Supervised access to program space			Explicit conflict resolution policy	
	Total	/4		Total	/4
Average Score			Average Score		
Appropriate Structure	Staff explains activities clearly		Support for Efficacy and Mattering	Tangible products or performances	
	Appropriate time for activities			Opportunities to lead a group	
	Staff appropriately shares control			Plans for projects and activities	
	Staff gives reasons for expectations			Open-ended choices	
	Behavior guidelines developed together			Intentional process of reflecting	
	Rules and expectations available			Share administrative responsibilities	
	Total	/6		Total	/6
Average Score			Average Score		
Supportive Relationships	Staff is warm and respectful		Opportunities for Skill Building	Youth engage with materials or ideas	
	Staff actively involved with youth			Balance concrete and abstract	
	Opportunities for youth to talk			Encouraged to try or improve skills	
	Staff orientation on youth development			Youth supported through struggle	
	Staff training provided regularly			Total	/4
	Total	/5		Average Score	
Average Score					
Opportunities to Belong	Mutual Respect		Integration of Families, Schools, Communities	Family welcomed as part of program	
	Opportunities to get to know each other			Communicate with families	
	Youth work cooperatively together			Communication is strength-based	
	Cultural diversity			Communicate with schools	
	Total	/4		Communicate with other organizations	
	Total	/4		Links to the community	
Average Score			Total	/6	
Average Score			Average Score		
			Continuous Improvement	Explicit continuous improvement policy	
				Total	/1
				Average Score	