



## Youth Development:

In our program we promote a learner-centered environment

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element A</b></p> <p>Promote a learner-centered program environment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth look bored or disengaged in programs</li> <li><input type="checkbox"/> Activities are lecture driven</li> <li><input type="checkbox"/> Youth have little opportunities for input</li> <li><input type="checkbox"/> Activities are limited to worksheets, coloring pages, or simple physical games that do not require much creativity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth demonstrate that they are curious and making connections through the questions they ask.</li> <li><input type="checkbox"/> Activities are age-appropriate. Staff recognize when an activity is inappropriate and make necessary adjustments</li> <li><input type="checkbox"/> Activities allow participants to explore their personal interests and learn about their everyday world</li> <li><input type="checkbox"/> Youth demonstrate that they are challenged and engaged through body language – eye contact, participation, etc.</li> <li><input type="checkbox"/> Activities are creative and use interesting materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities challenge youth to take risks, and encourage youth to accept mistakes as opportunities for new learning</li> <li><input type="checkbox"/> Youth engage in on-going reflection, assessing their own growth</li> <li><input type="checkbox"/> Youth provide input into future projects</li> <li><input type="checkbox"/> Activities are “hands-on” and project-based</li> <li><input type="checkbox"/> Activities offer opportunities for youth to make new connections that are surprising or exciting.</li> </ul>

NOTES:



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**Youth Development:**

**In our program we promote physical and emotional safety**

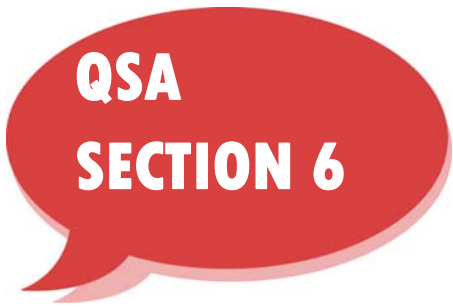
In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element B</b></p> <p>Promote physical and emotional safety</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Major fights or incidents of hate-speech occur several times a week and are not dealt with immediately</li> <li><input type="checkbox"/> Youth use put-downs as jokes</li> <li><input type="checkbox"/> Some staff are more lenient with program rules and behavior expectations than others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff set firm boundaries and limits when unsafe or unacceptable behavior occurs</li> <li><input type="checkbox"/> Staff enforce program rules fairly and consistently</li> <li><input type="checkbox"/> Staff model conflict resolution techniques, and practice solving problems with youth</li> <li><input type="checkbox"/> Staff model positive, supportive language with youth</li> <li><input type="checkbox"/> Staff use creative behavior management strategies to deal with challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and youth work together to generate and uphold group agreements with youth rights and responsibilities in program space</li> <li><input type="checkbox"/> Youth remind each other to follow the group agreements</li> <li><input type="checkbox"/> Youth use conflict resolution processes with minimal guidance from staff</li> <li><input type="checkbox"/> Program rituals are a daily component, led by staff and youth (check in/out, discussion circles)</li> </ul>
<p><b>NOTES:</b></p>			

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**Youth Development:**

**In our program we support positive relationships between staff and youth**

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element C</b></p> <p><b>Support positive relationships between staff and youth</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff have minimal knowledge of youth beyond their participation in the after-school program</li> <li><input type="checkbox"/> Youth do not come to staff when they have a problem</li> <li><input type="checkbox"/> Staff talk down to youth, or lecture them when something goes wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff demonstrate knowledge of what is going on in participants' lives, neighborhoods and schools.</li> <li><input type="checkbox"/> Staff give full attention to participants when they are speaking.</li> <li><input type="checkbox"/> When an individual participant is having a problem, staff pay attention and try to assist.</li> <li><input type="checkbox"/> Staff communicate high expectations for youth and push/encourage youth to take healthy risks</li> <li><input type="checkbox"/> Staff articulate and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with youth</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff use their relationships with youth to connect them to other adults (school teachers, counselors, professionals, etc.)</li> <li><input type="checkbox"/> Adults work with isolated youth who don't quite fit in with other youth to build strong relationships and help them to connect with the larger group</li> <li><input type="checkbox"/> Staff use direct feedback and communication to give youth insight about themselves</li> <li><input type="checkbox"/> Staff "coach" youth to solve their own problems, and design actions to reach their highest potential</li> <li><input type="checkbox"/> A special case-management time exists for staff to exchange strategies to support struggling youth</li> </ul>



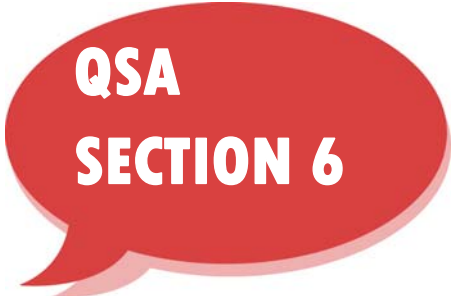
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**Youth Development:**

**In our program we support relationships between participants**

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element D</b></p> <p><b>Support relationships between participants</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth have awkward interactions with each other</li> <li><input type="checkbox"/> Some youth are isolated and are left out of activities</li> <li><input type="checkbox"/> Youth do not know each others' names</li> <li><input type="checkbox"/> Youth spend most of their times in cliques</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff teach conflict resolution and negotiation strategies and create opportunities to practice these skills</li> <li><input type="checkbox"/> Regular team-building activities are used to facilitate youth relationships</li> <li><input type="checkbox"/> Cooperative learning as well as competitive learning techniques are used</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear systems are in place to disrupt cliques</li> <li><input type="checkbox"/> Isolated youth are supported to work with peers in small groups</li> <li><input type="checkbox"/> Youth are able to connect with one another even if they are very different from each other (in dress, background, ability, etc.)</li> </ul>

**NOTES:**



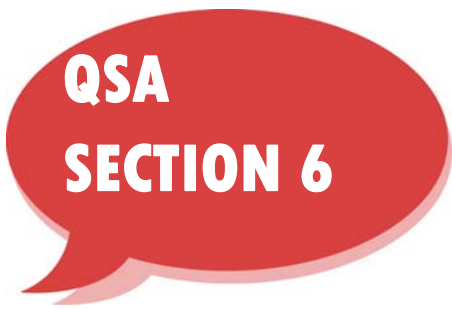
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**Youth Development:**

**In our program we facilitate rich learning experiences**

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element E</b></p> <p><b>Facilitate rich learning experiences</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are overly directive or bossy with youth</li> <li><input type="checkbox"/> Staff give answers with little discussion, and assume youth agree with them</li> <li><input type="checkbox"/> Staff dismiss youth input or feedback</li> <li><input type="checkbox"/> Staff do not use a lesson plan and make up the activity as they go</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff seek participation from all youth and don't allow anyone to dominate or be left out</li> <li><input type="checkbox"/> Staff seek youth buy-in and input</li> <li><input type="checkbox"/> Staff ask open-ended questions and encourage youth to take risks, buy-in, and offer input</li> <li><input type="checkbox"/> Staff are organized with materials and lesson plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff seek balanced participation from youth by using full group, small group, and individual reflection</li> <li><input type="checkbox"/> Staff encourage participation by asking provocative questions</li> <li><input type="checkbox"/> Staff are clear in their instructions and directions to youth</li> <li><input type="checkbox"/> Staff create and invite leadership opportunities for youth</li> <li><input type="checkbox"/> Staff use a consistent lesson plan template and capture post-lesson reflections to modify plans for the next time (or to share with other staff)</li> </ul>

**NOTES:**



## Youth Development:

In our program we design and deliver project-based learning and sequenced intentional learning activities

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element F</b></p> <p>Design and deliver project-based learning and sequenced intentional learning activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are offered randomly</li> <li><input type="checkbox"/> Youth are exposed to a variety of activities but do not build deep level skills in any one area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence that the activities connect to each other in some way</li> <li><input type="checkbox"/> Activities promote mastery in a skill area</li> <li><input type="checkbox"/> Core skills are practiced and developed over time</li> <li><input type="checkbox"/> Activities promote critical thinking and self-reflections</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities are part of a scope and sequence, part of a unit</li> <li><input type="checkbox"/> A culminating event marks the end of a unit of study, and showcases youth talent and learning</li> <li><input type="checkbox"/> Youth engage in on-going reflection and can articulate what they have learned</li> <li><input type="checkbox"/> Youth make connections between the activity and their personal experiences</li> </ul>
<p><b>NOTES:</b></p>			



## Youth Development:

In our program we promote the meaningful engagement and leadership of participants

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element G</b></p> <p>Promote the meaningful engagement and leadership of participants</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth spend most of their time in unstructured activities (i.e. hoops in the gym, reading, using the computers).</li> <li><input type="checkbox"/> The supervising adult is mostly hands-off, but steps in if someone gets hurt/needs help.</li> <li><input type="checkbox"/> Outspoken youth take up more space, while shy youth are often left behind</li> <li><input type="checkbox"/> Youth do not have choices in what activities to participate in</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth have some intentional free-time but also work with adults to build their skills. (shoot hoops in the gym, but also do basketball drills.)</li> <li><input type="checkbox"/> Youth choose from a calendar of various activities</li> <li><input type="checkbox"/> Youth are supported to run check-in and check-out circles, and to coordinate special events, like a service project or a field trip.</li> <li><input type="checkbox"/> Adults ask youth for their input (informally or through surveys) on program activities. Some of their ideas are incorporated into program activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth facilitate and design workshops for their peers</li> <li><input type="checkbox"/> Youth are encouraged to build their skills towards mastery in a particular area, with the coaching and mentoring of a skilled adult</li> <li><input type="checkbox"/> Youth are involved in the hiring and evaluating of staff, program design, and planning activities</li> <li><input type="checkbox"/> A formal advisory board made up of adults and youth work together to make programmatic decisions</li> </ul>

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**Youth Development:**

**In our program we conduct activities that expand participants' knowledge of the community**

In our Program we...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p><b>Element H</b></p> <p><b>Conduct activities that expand participants' knowledge of the community</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The program has no opportunities for community involvement</li> <li><input type="checkbox"/> Youth have no opportunities to reflect on the problems or strengths in their communities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adults plan and coordinate a service project for youth to do</li> <li><input type="checkbox"/> Projects are chosen intentionally and connect to program goals</li> <li><input type="checkbox"/> Youth participate by donating items, or taking part in simple activities (i.e. slicing fruit for a soup kitchen)</li> <li><input type="checkbox"/> Community members are invited to share their knowledge and talents with program participants</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Youth plan a community involvement project based on a needs assessment of the community.</li> <li><input type="checkbox"/> Youth lead the planning and coordination of the project.</li> <li><input type="checkbox"/> Youth evaluate projects afterwards, and make suggestions for improvement</li> <li><input type="checkbox"/> Youth serve as organizers, policy-makers, and activists.</li> <li><input type="checkbox"/> Youth have a political analysis of the needs of the community and can articulate why issues like poverty or homelessness exist.</li> <li><input type="checkbox"/> Youth interact with community leaders</li> <li><input type="checkbox"/> Youth have opportunities to reflect on how the activities impact them personally</li> </ul>

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