

# Section 6

## Youth Development

In our Program...	Low Quality	Approaching Quality	Quality Practices
<b>QSA Section 6: Youth Development</b>			
<b>Element A</b>	<b>Indicators</b>		
<b>We encourage experiential and activity-based learning.</b>	<input type="checkbox"/> No activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.	<input type="checkbox"/> Some activities involve a hands-on, kinesthetic or project based component but may not be age-appropriate or focused enough for youth to draw meaning and understanding from those experiences.	<input type="checkbox"/> Most activities involve a hands-on, kinesthetic or project-based component that allows youth to engage in in-depth investigations with objects, materials, phenomena and ideas and draw meaning and understanding from those experiences.
	<input type="checkbox"/> Staff spends little time interacting with the youth (ie, interacting with staff most of the time).	<input type="checkbox"/> Staff spends some of their time interacting with youth in a supportive and encouraging manner, and some of their time interacting with others (ie, staff).	<input type="checkbox"/> Staff spends most of their time interacting with youth in a supportive and encouraging manner.
<b>Element B</b> <b>We cultivate a unique, unifying culture among youth and staff.</b>	<input type="checkbox"/> Interactions with youth are primarily directives and project oriented.	<input type="checkbox"/> Interactions with youth include some personal one on one adult/youth interactions.	<input type="checkbox"/> Interactions with youth include multiple opportunities for personal one on one adult- youth interactions.
	<input type="checkbox"/> Few staff model healthy behaviors of self-care and social interactions for youth.	<input type="checkbox"/> Some staff model healthy behaviors of self-care and social interactions for youth.	<input type="checkbox"/> Most staff consistently model healthy behaviors of self-care and social interactions for youth.
	<input type="checkbox"/> Staff yell or shame youth to eliminate conflicts.	<input type="checkbox"/> Staff sometimes acknowledge and approach conflicts and negative behavior calmly.	<input type="checkbox"/> Staff acknowledge and approach conflicts and negative behavior calmly and engage youth in a discussion of the cause of the conflict and help youth generate a solution to the problem.
	<input type="checkbox"/> No rules or policies are in place to promote inclusive behavior among all youth.	<input type="checkbox"/> Strategies are in place to promote inclusive behavior among all youth but youth do not know and/or follow rules and policies.	<input type="checkbox"/> Strategies are in place to promote inclusive behavior among all youth and youth know and follow rules and policies.
	<input type="checkbox"/> Staff apply inconsistent consequences for negative behavior.	<input type="checkbox"/> Staff sometimes apply consistent consequences for negative behavior.	<input type="checkbox"/> Staff always apply consistent consequences for negative behavior.

## Section 6

## Youth Development ...continued

In our Program...	Low Quality	Approaching Quality	Quality Practices
<b>QSA Section 6: Youth Development</b>			
<b>Element C</b>	<b>Indicators</b>		
<b>We cultivate a unique, unifying culture among youth and staff.</b>	<input type="checkbox"/> Staff and youth are predominately negative with one another, using dismissive or sarcastic tones of voice, rolling their eyes, sighing loudly, etc.	<input type="checkbox"/> Some interactions among staff and youth are positive (e.g. speaking in warm tones, making eye contact, smiling).	<input type="checkbox"/> Nearly all interactions among staff and youth are positive, characterized by warm tones of voice, frequent eye contact, and smiles.
	<input type="checkbox"/> Youth are frequently negative with one another.	<input type="checkbox"/> Some negative youth to youth interactions are observed.	<input type="checkbox"/> Few negative youth-youth interactions are observed.

## Section 7

## Staff Recruitment and Professional Development

In our Program...	Low Quality	Approaching Quality	Quality Practices
<b>QSA Section 7: Staff Recruitment and Professional Development</b>			
<b>Element A</b>	<b>Indicators</b>		
<b>We provide staff training and development linked to core competencies and other capacity needs.</b>	<input type="checkbox"/> There are no training opportunities linked to core competencies.	<input type="checkbox"/> Program uses weekly staff meetings linked to core competencies and other capacity needs.	<input type="checkbox"/> Program uses multiple methods to deliver staff development related to the core competencies during the program such as staff meetings, online discussions, peer coaching, email, and journaling or study groups.
	<input type="checkbox"/> Trainings are not linked to other capacity needs of current staff.	<input type="checkbox"/> Topics for staff development are pre-determined based on the needs of current staff.	<input type="checkbox"/> Training topics are linked to core competencies and relevant to the needs of current staff.