



# Youth PQA Performance Report

Prepared for: Teen Center BGC  
(Boys and Girls Club of Poplar Bluff / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 27 / 2023



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement.

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

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

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

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

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality: [scoresreporter@cypq.org](mailto:scoresreporter@cypq.org)

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



**Score of 1 = The practice is not in place**

**Score of 3 = The practice is available to a limited extent or in a less advanced form**

**Score of 5 = The practice is widely available and/or with great frequency**

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

The scores on your report reflect one of two methods - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

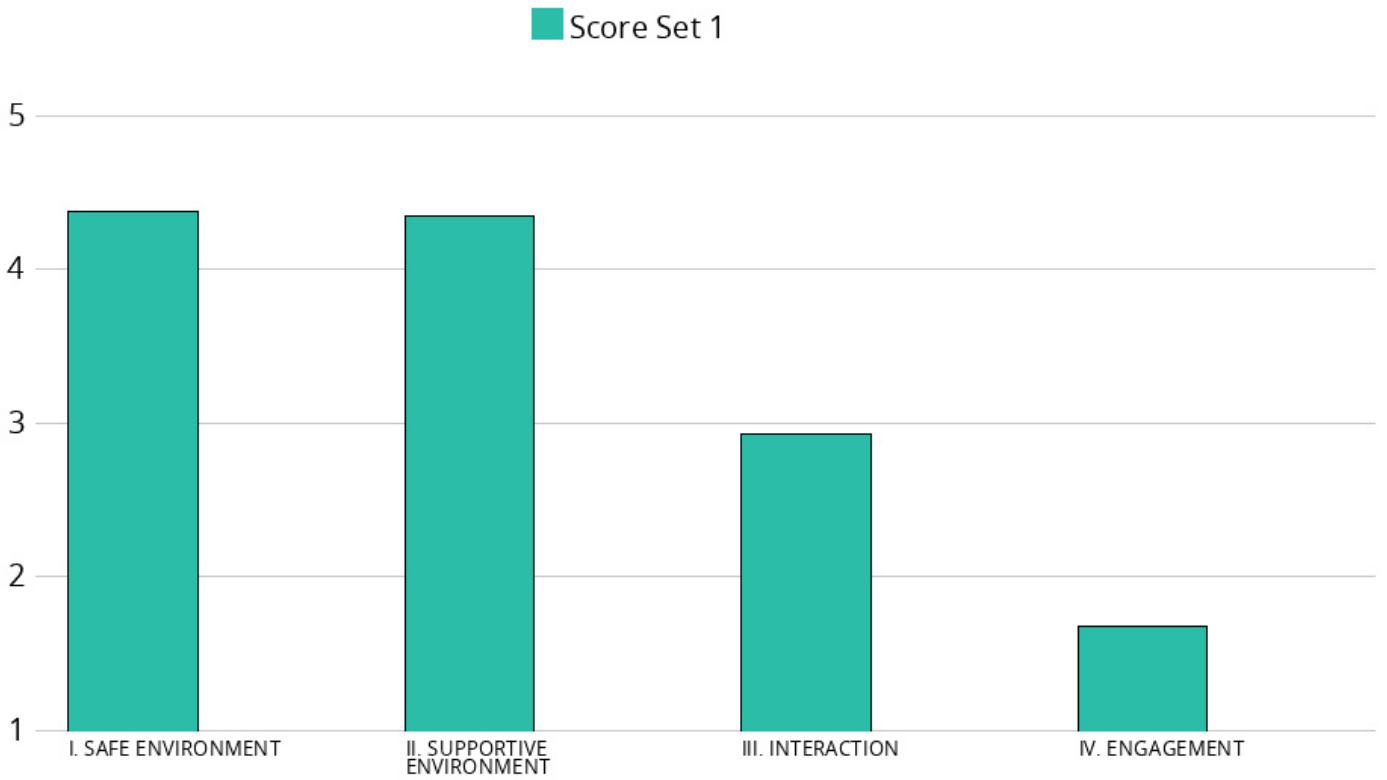
- Domain Scores** Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
- Scale Scores** Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
- Item Scores** Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

**Figure 1. Sample performance report with labels**

Domain	<b>SAFE SPACE</b>	<b>Score Set</b>
Scale	<b>Emotional Safety</b>	2.00
	1 Positive emotional climate	1.00
Item	2. Lack of bias	3.00

# Program Observation Summary



## Observation Identification

Score Set # 1

**Tags:** External  
Teen Center BGC

## Observation Details

Score Set # 1

**PQA:** Youth PQA  
**Date:** 11/06/2023  
**Forms:** 1 form  
**Offering:** N/A

# Summary Report

## Score Set 1

### I. SAFE ENVIRONMENT

4.37

Emotional Safety	3.00
Healthy Environment	5.00
Emergency Preparedness	4.50
Accommodating Environment	5.00
Nourishment	4.33

### II. SUPPORTIVE ENVIRONMENT

4.33

Warm Welcome	4.33
Session Flow	5.00
Active Engagement	4.50
Staff support youth in Skill-Building	3.50
Encouragement	4.33
Reframing Conflict	N/A

### III. INTERACTION

2.92

Belonging	4.00
Collaboration	2.33
Leadership	2.33
Adult Partners	3.00

### IV. ENGAGEMENT

1.67

Planning	1.00
Choice	3.00
Reflection	1.00

### Instructional Total Score\*

2.97

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

# Detailed Report

## I. SAFE ENVIRONMENT

### Score Set 1

#### Emotional Safety **3.00**

1	Positive emotional climate	5.00
2	Lack of bias	1.00

#### Healthy Environment **5.00**

1	Free of health and safety hazards	5.00
2	Clean and sanitary	5.00
3	Adequate ventilation and lighting	5.00
4	Comfortable temperature	5.00

#### Emergency Preparedness **4.50**

1	Posted emergency procedures	3.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	5.00
4	Appropriate safety equipment	X
5	Supervised indoor entrances	5.00
6	Supervised access to outdoors	X

#### Accommodating Environment **5.00**

1	Sufficient Space	5.00
2	Suitable Space	5.00
3	Enough comfortable furniture	5.00
4	Flexible physical environment	5.00

#### Nourishment **4.33**

1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	3.00

## II. SUPPORTIVE ENVIRONMENT

### Score Set 1

#### Warm Welcome 4.33

1	Youth greeted	3.00
2	Staff warm and respectful	5.00
3	Positive staff body language	5.00

#### Session Flow 5.00

1	Starts and ends on time	5.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	5.00
5	Appropriate time for activities	5.00

#### Active Engagement 4.50

1	Youth engage with materials or ideas	5.00
2	Youth talk about activities	5.00
3	(Y) Balance concrete and abstract	3.00
4	(Y) Tangible products or performances	5.00

#### Staff support youth in Skill-Building 3.50

1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	3.00
3	Staff models skills	1.00
4	Staff breaks down tasks	5.00
5	Support for struggling youth	X

#### Encouragement 4.33

1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
3	(Y) Staff actively involved	3.00

#### Reframing Conflict N/A

1	(Y) Staff approaches calmly	X
2	(Y) Staff seeks youth input	X
3	(Y) Youth examine actions and consequences	X
4	(Y) Staff acknowledges and follows up	X

## III. INTERACTION

### Score Set 1

#### **Belonging** **4.00**

1	Opportunities for youth to get to know each other	3.00
2	Inclusive relationships	5.00
3	Youth identify with program	3.00
4	(Y) Public acknowledgement of achievements	5.00

#### **Collaboration** **2.33**

1	(Y) Opportunities to work cooperatively	5.00
2	(Y) Interdependent roles	1.00
3	(Y) Shared goals	1.00

#### **Leadership** **2.33**

1	(Y) Practice group process skills	5.00
2	(Y) Mentoring opportunities	1.00
3	(Y) All youth lead group	1.00

#### **Adult Partners** **3.00**

1	(Y) Staff shares control with youth	5.00
2	(Y) Expectations explained	1.00

## IV. ENGAGEMENT

### Score Set 1

<b>Planning</b>	<b>1.00</b>
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1	(Y) Opportunities to make plans	1.00
2	(Y) Multiple planning strategies used	1.00

<b>Choice</b>	<b>3.00</b>
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1	(Y) Content alternatives	3.00
2	(Y) Process alternatives	3.00

<b>Reflection</b>	<b>1.00</b>
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1	Intentional reflection	1.00
2	Multiple reflection strategies	1.00
3	Structured opportunities to provide feedback	1.00
4	(Y) Structured opportunities to present to the group	1.00



# Supporting Evidence/Anecdotes

## I. SAFE ENVIRONMENT

### Emotional Safety

#### 1 Positive emotional climate

The emotional climate is overall positive. However, at one point one youth says to another student, "You are so stupid" and "You are racist". The two youth traded insults for several minutes. The staff intervenes, "Girls, do not be extra" and "Girls, we will not have that". The youth smile as they talk and do not seem angry at each other. Any playful negative behaviors are mediated by the staff and/or youth.

#### 2 Lack of bias

Youth direct a comment or slur at another youth, "you are so stupid", "you are racist"; however, staff responds "girls, we will not have that". Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation.

### Healthy Environment

#### 1 Free of health and safety hazards

The program space is free of health and safety hazards.

#### 2 Clean and sanitary

The program space is clean and sanitary.

#### 3 Adequate ventilation and lighting

The program space is adequately ventilated and lighting is adequate.

#### 4 Comfortable temperature

The temperature appears comfortable for the youth. No youth complain about being too (hot) or cold.

### Emergency Preparedness

#### 1 Posted emergency procedures

An "Emergency Procedures" notebook is located in each room of the program space. Staff are aware of these emergency procedures and where they are located. The staff are working on written emergency procedures which will be posted in all areas of the program space.

#### 2 Accessible fire extinguisher

At least two charged fire extinguishers are accessible and visible from the program space.

#### 3 Visible first-aid kit

All program spaces (rooms) have a complete first-aid kit is accessible and visible for all program staff.

#### 4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

## **5 Supervised indoor entrances**

Access to the building was locked. A BG staff person is assigned to the front door for pick-ups. Indoor entrances are monitored by program staff.

## **6 Supervised access to outdoors**

No outdoor program space was observed.

# **Accommodating Environment**

## **1 Sufficient Space**

Program space allows youth and staff to move freely while carrying out most activities. Program space was crowded in some areas (DIY Club). Another table was needed and several chairs had to be set up for additional seating.

## **2 Suitable Space**

The space was suitable for the program offerings. Cafeteria tables were used for supper space. In the program spaces observed, youth gathered at tables and chairs with the program staff.

## **3 Enough comfortable furniture**

There were enough cafeteria tables for all youth during the supper program. The tables and chairs in the program space were comfortable and at the appropriate height for youth. The space for "Free Time" had adequate stuffed furniture for youth. All students appeared to be comfortable and no complaints were noted.

## **4 Flexible physical environment**

Tables and chairs are located in the program spaces. The physical environment can be modified, if needed, to meet the needs of the program offering.

# **Nourishment**

## **1 Available drinking water**

Water fountains were located in the hallway and the indoor gym area. Youth were observed being allowed to get a drink.

## **2 Plentiful food and drink**

Supper was observed. All students were served a supper meal at the beginning of the program at the PB Middle School. Components of the supper: hamburger, carrot sticks, banana, and milk.

## **3 Nutritious food and drink**

The supper program was observed and all food and drink were healthy. However, during the program some food or drink were not nutritious (during "Vending Time", youth could use 5 minutes to visit the vending machines for junk food. Youth were also offered candy following the observed Power Hour activity.

# **II. SUPPORTIVE ENVIRONMENT**

## **Warm Welcome**

### **1 Youth greeted**

Some youth are greeted by name and others were greeted "Hi, guys", some youth are greeted but not all.

### **2 Staff warm and respectful**

All staff spoke in warm and respectful tones to youth through the observations. Staff were also respectful to one another during their interactions and modeled appropriate behavior.

### **3 Positive staff body language**

Staff were positive in their interactions with youth. Most staff were smiling and made eye contact with youth during interactions.

## **Session Flow**

### **1 Starts and ends on time**

Supper Scheduled start / End time 3:00 / 3:20 Actual start / End time 3:00 / 3:20 Power Hour (Who Stole the Apple Pie) - Thanksgiving Theme Scheduled start / End Time 3:30 / 4:30 Actual start / End Time 3:30 / 4:30 Clubs Scheduled start / End time 4:30 / 5:00 Actual start / End time 4:30 / 5:00

### **2 Materials ready**

All materials were ready when youth arrived. During the Power Hour activity (Who Stole the Pumpkin Pie?), youth used copies of the activities. During the DIY club, youth were making key chains and the materials were ready when youth entered the room.

### **3 Sufficient materials**

There were sufficient materials for all activities observed.

### **4 Explains activities clearly**

During the observed Power Hour, the staff explained that they would be solving a Who Dunit? mystery involving a Pumpkin Pie. During the DIY Club, the staff explained that they would be making key chains. Staff explained all activities clearly. All youth appeared to understand directions. Staff allowed time for clarifying questions.

### **5 Appropriate time for activities**

There is an appropriate amount of time for both the Power Hour activity and the DIY Club key chain activity. The DIY Club key chain activity completed the first step of their activity and it will be continued on their next Club Day.

## **Active Engagement**

### **1 Youth engage with materials or ideas**

All youth were engaged during the Power Hour Pumpkin Pie Mystery activity. Students read to one another and engaged in a joint debate/discussion about each clue. Youth were engaged in debate/discussion for at least half of the time.

### **2 Youth talk about activities**

In the Power Hour activity, youth worked in small groups that allowed and encouraged youth to talk with one another about what they are doing (Who Stole the Pumpkin Pie?). Youth engaged in conversations as they explored each "clue"; "I think it was Mary's pie", "Who is Harvey?", "I think it was June". During the Power Hour activity youth were very respectful to each others' comments. No negative comments were heard.

### **3 (Y) Balance concrete and abstract**

In the Power Hour activity, youth interacted around "clues" found in a worksheet, collectively deducing the likely culprit. In the DIY Club, youth created the first part/step in their key chains. The activities observed focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning. Activities almost entirely consist of youth doing the activity without learning about the how, what, or why.

### **4 (Y) Tangible products or performances**

The items created in the DIY Club (t-shirts and key rings) will be made available to purchase at the MOSACC conference. The items created are tangible products that reflect youths' designs.

## Staff support youth in Skill-Building

### 1 Learning focus linked to activity

Staff states the the learning goal for the Power Hour activity is to "figure out who stole the pumpkin pie using their deductive reasoning". The learning focus "using deductive reasoning" is linked to the activity.

### 2 Staff encourages youth to try skills

Staff encourages some students to provide their theories about who stole the pumpkin pie, but does not elicit responses from all students.

### 3 Staff models skills

Verbal instructions were provided (no modeling).

### 4 Staff breaks down tasks

Staff breaks difficult task(s) into smaller, simpler steps for youth, "First choose your key chain, then remove the paper from one side. Next, using the glue and paint brush, you will cover the shape. Then, you will select the color of glitter and dust the shape with it (glitter). Make as many of these as you can".

### 5 Support for struggling youth

No errors, failures or imperfect results were observed.

## Encouragement

### 1 Staff uses non-evaluative language

Staff used subjective or evaluative language often, "good job, interesting point, nice work, I like it". Several times staff used non-evaluative expressions, "that is an interesting combination of colors; how did you decide that June was the culprit".

### 2 Staff asks open-ended questions

Staff asks open-ended questions: "What evidence is there to support that Mary stole the pie", "What evidence is there to support that Harvey stole the pie / didn't steal the pie?"

### 3 (Y) Staff actively involved

Staff does not circulate during the activity. Staff reads the directions for the activity (Pumpkin Pie) and is seated at the desk with another staff person while students work on the activity. Staff does lead the discussion at the end of the activity.

## Reframing Conflict

### 1 (Y) Staff approaches calmly

There were no signs of conflict during this observation.

### 2 (Y) Staff seeks youth input

There were no signs of conflict during this observation.

### 3 (Y) Youth examine actions and consequences

There were no signs of conflict during this observation.

### 4 (Y) Staff acknowledges and follows up

There were no signs of conflict during this observation.

## III. INTERACTION

### Belonging

#### 1 Opportunities for youth to get to know each other

Youth had informal opportunities to get to know each other as they worked together in small groups. There was no structured Ice breaker or get-to-know-you type of activity. 5

#### 2 Inclusive relationships

There was no exclusion observed during this visit.

#### 3 Youth identify with program

Youth seemed to enjoy the activities and each other's company but there was no strong attachment to the program observed.

#### 4 (Y) Public acknowledgement of achievements

The DIY Club will present items at MOSAAC for sale (t-shirts and key chains), highlighting one of their activities.

### Collaboration

#### 1 (Y) Opportunities to work cooperatively

All youth in the Power Hour Pumpkin Pie activity were assigned to groups and contributed to discussion as they discussed clues about the individual suspects.

#### 2 (Y) Interdependent roles

During this activity, one youth's deductions did not depend on the actions of others within the group. Each group did not have to have a consensus on "Who stole the Pumpkin Pie".

#### 3 (Y) Shared goals

During this activity, youth explored clues/hints to help them deduce "Who Stole the Pumpkin Pie?" The students' interpretations of the clues did not depend on actions of others. Goals were independent of a group goal.

### Leadership

#### 1 (Y) Practice group process skills

Within the smaller groups, youth listened to others, shared ideas, offered constructive feedback, took turns, and seemed to value other's ideas.

#### 2 (Y) Mentoring opportunities

There were no opportunities for mentoring during this observation.

#### 3 (Y) All youth lead group

There were no opportunities for youth to lead group activities during this observation.

### Adult Partners

#### 1 (Y) Staff shares control with youth

Staff allowed youth to express opinions and feelings with controlling the group or conversation.

## **2 (Y) Expectations explained**

The staff gave 'commands' with reasoning, such as "line-up; clean up; find your seat".

# **IV. ENGAGEMENT**

## **Planning**

### **1 (Y) Opportunities to make plans**

There was no intentional planning observed during this activity.

### **2 (Y) Multiple planning strategies used**

Multiple planning strategies were not observed.

## **Choice**

### **1 (Y) Content alternatives**

The youth were allowed to choose between three activities: (1) Index Cards Castle (Stem Challenge), (2) Warrior Class Apache History, and (3) Who Stole the Pumpkin Pie (Deductive Reasoning), but choices are limited to discrete choices presented by the staff.

### **2 (Y) Process alternatives**

While this is an open-ended content choice, youth are not given any choice about the process (read the clues, discuss among your groups, share your theories at the end of the activity).

## **Reflection**

### **1 Intentional reflection**

Reflection was not observed.

### **2 Multiple reflection strategies**

Reflection was not observed.

### **3 Structured opportunities to provide feedback**

Feedback was not observed.

### **4 (Y) Structured opportunities to present to the group**

Youth were not presented with opportunities to present to the group.

# Professional Development

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

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

## Safe Environment and Safe Space Domains

Scale	Recommendation Numbers
<b>Accommodating Environment</b>	YW 9
<b>Creating Safe Space</b>	YW 3, YW 8, YW 9, SEL 3, SEL 4
<b>Emergency Preparedness</b>	YW 9
<b>Emotional Safety</b>	YW 3, YW 8, YW 9, SEL 3, SEL 4
<b>Healthy Environment</b>	YW 9
<b>Nourishment</b>	<a href="https://www.fns.usda.gov/cacfp">https://www.fns.usda.gov/cacfp</a> <a href="https://theicn.org/cnss/resources/">https://theicn.org/cnss/resources/</a>

## Supportive Environment Domain

Scale	Recommendation Numbers
<b>Active Engagement</b>	YW 1
<b>Child Centered Space</b>	YW 9
<b>Emotion Coaching</b>	YW 8, SEL 4
<b>Encouragement</b>	YW 2, SEL 6
<b>Fostering Growth Mindset</b>	YW 2, SEL 6
<b>Reframing Conflict</b>	YW 8, SEL 4
<b>Scaffolding Learning</b>	YW 1, SEL 6
<b>Session Flow</b>	YW 9
<b>Skill Building</b>	YW 1, YW 2, SEL 6
<b>Warm Welcome</b>	YW 2, YW 3

## **Interaction and Interactive Environment Domains**

Scale	Recommendation Numbers
<b>Adult Partners/Interactions with Adults</b>	YW 10
<b>Belonging</b>	YW 3, SEL 3
<b>Collaboration</b>	YW 4, SEL 9
<b>Cultivating Empathy</b>	YW 3, SEL 3
<b>Fostering Teamwork</b>	YW 4, SEL 9
<b>Leadership/School-Age Leadership</b>	YW 10, SEL 10
<b>Managing Feelings</b>	YW 8, SEL 4
<b>Promoting Responsibility and Leadership</b>	YW 10, SEL 10

## **Engagement and Engaging Environment Domains**

Scale	Recommendation Numbers
<b>Choice/School-Age Choice</b>	YW 10
<b>Furthering Learning</b>	YW 1, SEL 7
<b>Planning</b>	YW 7, SEL 7
<b>Reflection</b>	YW 7
<b>Responsibility</b>	YW 10, SEL 10
<b>Supporting Plans and Goals</b>	YW 7, SEL 7
<b>Supporting Youth Interests</b>	YW 10



## Youth Work Methods

Recommendation Number	Method	Overview
YW 1	Active Learning	The Active Learning method provides practical strategies for actively engaging young people in their own learning process by providing meaningful, challenging content with strong adult support.
YW 2	Ask-Listen-Encourage	Ask-Listen-Encourage is a method for carrying out positive, purposeful interactions with young people. The method includes practices that can both foster positive relationships with youth and support young people in learning new skills.
YW 3	Building Community	This method supports staff in creating a safe space in which youth feel a sense of belonging. Young people and adults can get to know each other better and build relationships through the icebreakers, games, team-building exercises and concepts engaged with in this method.
YW 4	Cooperative Learning	Cooperative Learning gives strategies for successfully incorporating interactive, interdependent, goal-oriented group work into youth programs. Working in pairs or groups supports young people in being active, self-directing and expressive.
YW 5	Homework Help	This course focuses on making homework help time effective by helping youth get organized, by providing an atmosphere that helps youth focus on their work, and by building a supportive relationship with youth. This is done through communication, productive settings, and supportive interaction.
YW 6	Introduction to the Active-Participatory Approach	This method introduces the "active-participatory approach" which is the foundational philosophy for all our other youth work methods workshops. In an active-participatory approach, adults engage young people socially, emotionally, cognitively and physically as active participants in their own learning and development. Positive Youth Development means young people can thrive when they feel safe and supported to learn and lead.
YW 7	Planning and Reflection	The Planning and Reflection Method provides practical and fun tools for engaging young people in the Plan-Do-Reflect learning process. It focused on establishing clear, comprehensive plans at the beginning of an activity and reflecting on the results and process after the activity has been completed.
YW 8	Reframing Conflict	The Reframing Conflict method provides a six -step youth-centered, non-threatening way of resolving conflicts that inevitably occur in youth settings. It is a problem-solving approach that seeks to turn conflicts into learning opportunities.
YW 9	Structure and Clear Limits	Structure and Clear Limits helps youth workers establish appropriate structure with routines and rituals. Clear limits (norms, behavior guidelines) foster emotional and physical safety, a feeling of fairness and predictability that supports young people to explore and express themselves in a conducive learning environment.
YW 10	Youth Voice	This workshop guides youth workers to support young people by providing opportunities for voice and choice. With proper support and scaffolding over time, youth grow in responsible decision-making and leadership.

## SEL Methods

Recommendation Number	Method	Overview
SEL 1  *Recommended Prerequisite for SEL Methods	Essentials of an SEL Framework	This workshop provides an overview of what is involved in incorporating SEL practices into existing youth programs. The 8 essential elements for readying and deepening a program's efforts to foster social, emotional and cognitive development are explained, examining how SEL competencies, staff practices, and program design interact to support positive student outcomes regardless of program curriculum or content.
SEL 2  *Prerequisite for SEL 3, 4	Foundations and Self-Awareness of Emotional Development	As adults, our ability to support young people in identifying and managing their emotions starts with our ability to do the same. In this experiential workshop, participants will deepen their understanding of how people interpret and feel emotions; how they personally experience hot buttons and emotional activation; and explore self-regulation.
SEL 3	Cultivating Empathy	As adults, our ability to support young people in identifying and managing their emotions starts with our ability to do the same. In this experiential workshop, participants will deepen their understanding of how people interpret and feel emotions; how they personally experience hot buttons and emotional activation; and explore self-regulation.
SEL 4	Emotion Coaching	Emotion Coaching is an approach to young people's emotions that accepts and validates the emotions, while still providing guidance and tools, when needed, to support young people's emotion management skills. Participants are given a step-by-step guide to emotion coaching and given opportunities to practice their emotion coaching skills.
SEL 5  *Prerequisite for SEL 6, 7	Foundations and Self-Awareness of Cognitive Development	In this workshop, youth workers will take time to identify their own attitudes, strengths, needs, interests, and constraints related to learning and cognitive development. Additionally, participants will explore how their background, experiences, privilege, bias, and/or discrimination have affected their attitudes toward learning and their expectations about other's learning.
SEL 6	Engaging Youth in Supportive Struggle	Optimal growth and learning occur when trusted and encouraging adults provide young people with enough challenge, with enough support. This workshop helps youth workers learn practical ways to normalize struggle and foster growth mindset in a balanced and nuanced way that acknowledges social inequities while encouraging perseverance, high expectations, and hope.
SEL 7	Facilitating Problem Solving	This workshop gives youth workers practical tools to build problem solving opportunities into programs and support young people with in-the-moment problem solving. Participants will learn the basics of how our brain solves problems and will practice a model for helping young people define and explore problems, preparing them to take action and learn from them.

Recommendation Number	Method	Overview
SEL 8 *Prerequisite for SEL 9, 10	Foundations and Self-Awareness of Social Development	This workshop provides youth workers with an introspective look at their own social development so they can be prepared to support social development in young people. Participants will explore their personal identity, strengths, and values in social and professional settings, and how that influences their approach to communication, teamwork, responsibility, and leadership.
SEL 9	Fostering Teamwork	With time, support, and facilitation youth workers can help young people have both strong teambuilding skills and a sense of trust and group identity. Participants in this workshop will learn and apply norm building and facilitation techniques. Time will be spent applying and scaffolding techniques to support youth in managing their communication styles and applying conflict resolution skills.
SEL 10	Promoting Responsibility and Leadership	In this workshop participants will explore how responsibility and leadership fit within a broader SEL framework and develop practical skills to model roles and responsibilities and support youth in leveraging their strengths, interests, and leadership style as part of groups and relationships. Participants will practice applying techniques learned to their programs with an eye toward facilitating youth ownership.

The scales in the SEL PQA and associated SEL Methods align with the SEL domains as described in the SEL Challenge(<http://cypq.org/SELChallenge>). These six SEL domains represent course classifications of SEL behaviors that we would like to see youth exhibit.