Youth PQA
Performance Report

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

Type: External Assessment

Date prepared: 12 / 18 / 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

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

Program Observation Summary

Score Set 1
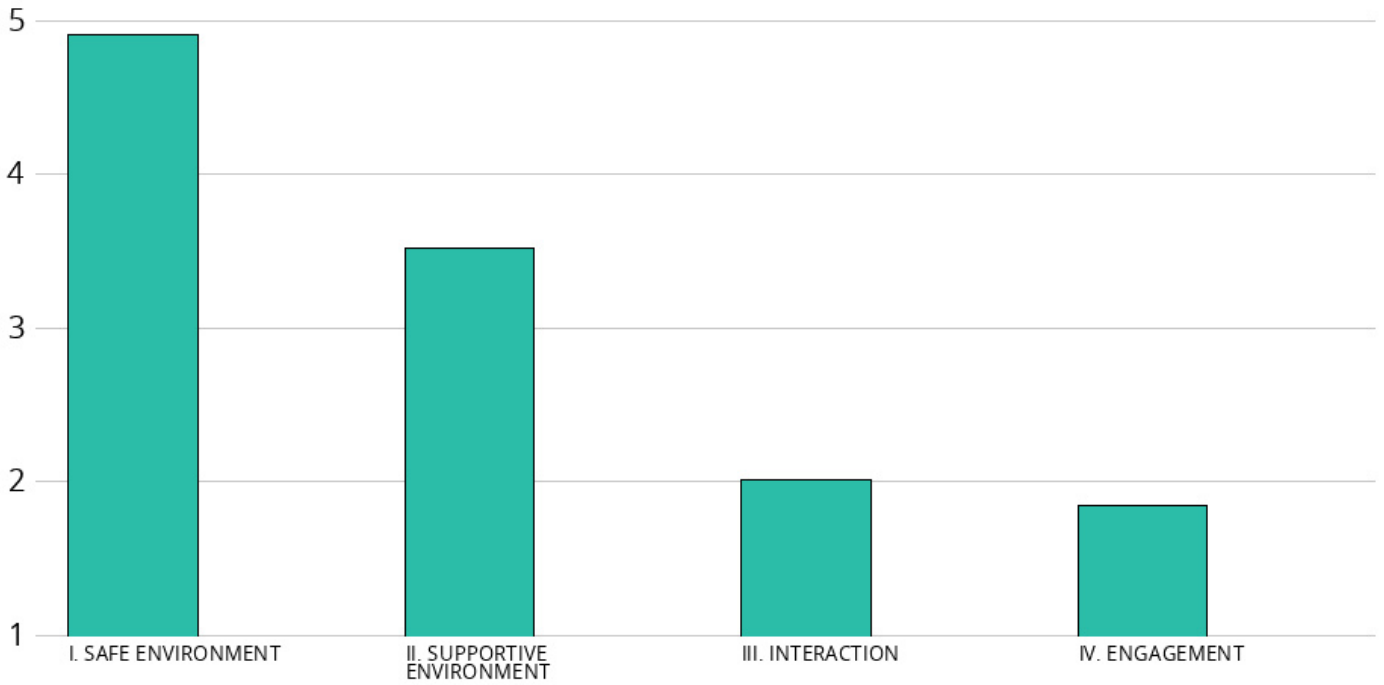
	Observation Identification
	Score Set # 1
Tags:	External
	Middle School BGC

	Observation Details
	Score Set # 1
PQA:	Youth PQA
Date:	12/12/2023
Forms:	1 form
Offering:	N/A

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.90**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.50
Accommodating Environment	5.00
Nourishment	5.00
II. SUPPORTIVE ENVIRONMENT	**3.51**
Warm Welcome	4.33
Session Flow	3.80
Active Engagement	3.00
Staff support youth in Skill-Building	3.40
Encouragement	3.00
Reframing Conflict	N/A
III. INTERACTION	**2.00**
Belonging	3.00
Collaboration	1.67
Leadership	2.33
Adult Partners	1.00
IV. ENGAGEMENT	**1.83**
Planning	1.00
Choice	1.00
Reflection	3.50

Instructional Total Score*	**2.45**

*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		**5.00**
1	Positive emotional climate	5.00
2	Lack of bias	5.00
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	5.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	3.00
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		**5.00**
1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	5.00

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		**3.80**
1	Starts and ends on time	3.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	3.00
5	Appropriate time for activities	3.00
Active Engagement		**3.00**
1	Youth engage with materials or ideas	5.00
2	Youth talk about activities	1.00
3	(Y) Balance concrete and abstract	3.00
4	(Y) Tangible products or performances	3.00
Staff support youth in Skill-Building		**3.40**
1	Learning focus linked to activity	1.00
2	Staff encourages youth to try skills	3.00
3	Staff models skills	5.00
4	Staff breaks down tasks	5.00
5	Support for struggling youth	3.00
Encouragement		**3.00**
1	Staff uses non-evaluative language	3.00
2	Staff asks open-ended questions	3.00
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		**3.00**
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	1.00
Collaboration		**1.67**
1	(Y) Opportunities to work cooperatively	3.00
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		**1.00**
1	(Y) Staff shares control with youth	1.00
2	(Y) Expectations explained	1.00

IV. ENGAGEMENT

		Score Set 1
Planning		**1.00**
1	(Y) Opportunities to make plans	1.00
2	(Y) Multiple planning strategies used	1.00
Choice		**1.00**
1	(Y) Content alternatives	1.00
2	(Y) Process alternatives	1.00
Reflection		**3.50**
1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	5.00
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 predominantly positive. Youth usually interacted with each other in a positive manner. The staff and youth seemed to have good rapport. Youth were respectful and responsive to staff.

2 Lack of bias

There was no evidence of bias. Students seemed to respect each other and no exclusivity was observed.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards observed.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting were adequate in all program spaces. There were no complaints noted.

4 Comfortable temperature

The temperature appears comfortable for youth and there were no complaints regarding temperature.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures were posted within the program space. Additionally, there are Emergency Procedures Notebooks in each classroom space.

2 Accessible fire extinguisher

Multiple fire extinguishers were located throughout the program space. The fully charged fire extinguishers were last inspected in August, 2023.

3 Visible first-aid kit

There was a first-aid kit accessible but not visible from the program space. It is in the program office, as you enter the building. Additionally, there was also a first-aid kit available in the main office.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All school doors are locked. The program staff have walkie talkies. A staff member supervises the entrance to the program space and also the parent pick-up line at the main office. Parents are verified and the walkie-talkies are used to send for students.

6 Supervised access to outdoors

A staff member supervises the entrance to the program space. Students are led by Power Hour groups to the outdoor space by staff members. All staff supervise the outdoor space, which is fenced, during the time outside.

Accommodating Environment

1 Sufficient Space

There was sufficient space for all program activities.

2 Suitable Space

The space was suitable for all program activities. All classroom spaces were observed.

3 Enough comfortable furniture

There were enough comfortable tables and chairs for all youth and staff.

4 Flexible physical environment

The tables and chairs could be moved, if needed.

Nourishment

1 Available drinking water

Water fountains were located in the program space and are easily accessible.

2 Plentiful food and drink

There was enough food and drink for all youth. Supper is served at 4:15 pm to all participating youth. The supper observed was ham/cheese sandwich, baked beans, raisins, and milk.

3 Nutritious food and drink

Supper consisted of ham/cheese sandwich, baked beans, raisins, and milk. Food and drink were healthy choices.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Youth greeted

Some youth were greeted as they arrived at the start of the session.

2 Staff warm and respectful

All staff interacted in a warm and respectful manner with youth.

3 Positive staff body language

Staff used positive body language with youth when talking with them. Staff frequently gave high-fives and fist bumps. Staff made frequent eye contact and frequently smiled.

Session Flow

1 Starts and ends on time

The Power Hour session began at 3:00 and ended at 4:00, starting and ending on-time. The Cooking Club started at 4:50 and began on time. All students were finished with the activity within 25 minutes, 45 minutes prior to the end of the Cooking Club session. Students were given time to talk with staff (and helpers) during this additional time. A majority of students were picked up by 5:30.

2 Materials ready

All materials for all activities were available at the beginning of the session. The activity sheets for the Cartesian Snowflake were ready at the beginning of Power Hour and were distributed to all students. All materials were ready for Cooking Club (paper plates, gloves, pretzel twists, icing, etc.

3 Sufficient materials

There were sufficient materials for all children to begin and complete the activity.

4 Explains activities clearly

During the Power Hour activity, many of the youth did not seem to understand the directions for the activity. The Cartesian Snowflake activity was distributed to students. Instructions were not provided (read by staff). Staff worked a few individual students, but not all.

5 Appropriate time for activities

During the Power Hour activity (Cartesian Snowflake), many youth did not have time to finish the activity. Additional instruction was needed. During Cooking Club, all youth were finished with the activity 25 minutes from start time. There were no additional activities planned. Students were given the opportunity to talk with each other, play Hangman, or visit with additional program staff.

Active Engagement

1 Youth engage with materials or ideas

During Power Hour, all students seemed to engage with the activity, Cartesian Snowflakes. However, many of the students had difficulty and needed additional assistance. During Cooking Club, all students were highly engaged with the Pretzel Wreath activity and used this time to work on the cooking craft, both collaborating and helping one another.

2 Youth talk about activities

The youth are working individually on the Power Hour Cartesian Snowflake and also on the Cooking Club Pretzel Wreath. Youth, seated near one another, talk about a variety of topics (only some related to the activity). The staff did not set up a structured opportunity for students to talk about the activity (either working in groups or a shared task).

3 (Y) Balance concrete and abstract

The Power Hour Cartesian Snowflake and the Cooking Club were both concrete projects, however, the staff did not tie it into something abstract (any questions about snowflakes, x-y points on a graph, etc.)

4 (Y) Tangible products or performances

The end product of the cooking activity would be a tangible product, but the design of the "Pretzel Wreath" was planned by the teacher and did not involve creativity or designs of the students.

Staff support youth in Skill-Building

1 Learning focus linked to activity

In the Power Hour activity and the Cooking Class activity, the staff announced the activities but did not state a specific learning or skill-building focus for the activity (objective, learning target, goal).

2 Staff encourages youth to try skills

In the Power Hour activity, the staff encourages some youth to try skills (plot points).

3 Staff models skills

Staff provided a Pretzel Wreath example for students to follow, as they created their own Pretzel Wreath in Cooking Club.

4 Staff breaks down tasks

Staff shares steps for assembling a Pretzel Wreath. After distributing materials and showing the model wreath, the staff says, "First dip just the edge of the pretzel into the chocolate, then place it on your plate. Continue this until you make a circle. Then, make another circle on the inside..."

5 Support for struggling youth

In the Power Hour (Cartesian Snowflake) activity, several staff do not notice or respond when youth are struggling with this activity.

Encouragement

1 Staff uses non-evaluative language

Staff supports contributions or accomplishments of youth but uses subjective or evaluative comments such as, "see how ___ is doing that, that's a great example; good job, nice job, smart".

2 Staff asks open-ended questions

Staff asks, "What is your favorite recipe?"; "Which is your least favorite?" Staff makes limited use of open-ended questions (uses them at the end of the activity).

3 (Y) Staff actively involved

Staff (or some of the staff) is sometimes or intermittently actively involved with youth.

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 in a large group, creating their own Pretzel Wreath.

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 no strong attachment to the program was observed.

4 (Y) Public acknowledgement of achievements

Staff does not provide opportunities to acknowledge the achievements, work, or contributions of youth. Youth presentations or sharing time not observed.

Collaboration

1 (Y) Opportunities to work cooperatively

The activity, Pretzel Wreaths, was independently completed. However, conversations among the larger group contributed to the completion of the task.

2 (Y) Interdependent roles

During this activity, Pretzel Wreaths, one youth's representation did not depend on the actions of others within the group.

3 (Y) Shared goals

During this activity, one youth's art representation did not depend on the actions of others within the group. Goals were independent of a group goal.

Leadership

1 (Y) Practice group process skills

Staff allowed youth to express their ideas and contribute to the larger groups discussion. Students were observed taking turns and raising hands as they worked on their Pretzel Wreaths.

2 (Y) Mentoring opportunities

Â 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 rarely shares or attempts to share control of activities.

2 (Y) Expectations explained

The staff gave 'commands' without reasoning or expectations of the result of the command, such as "line-up, clean-up, find a seat, sit at this table, etc.".

IV. ENGAGEMENT

Planning

1 (Y) Opportunities to make plans

There was no intentional planning during the Pretzel Wreath activity, and the youth were free to do whatever they wanted for their project (no opportunity for choosing how to spend their time or how to do a task). All students were to create a Pretzel Wreath.

2 (Y) Multiple planning strategies used

Staff does not provide opportunities for multiple planning strategies (brainstorming, backward planning, etc.).

Choice

1 (Y) Content alternatives

Youth chose to be in this activity (Cooking Class), however, youth complete the activities assigned by the staff.

2 (Y) Process alternatives

Youth chose to be in this activity (Cooking Class). Youth are all creating Pretzel Wreaths using the same materials and following the model presented by the staff. There are no process alternatives in this activity.

Reflection

1 Intentional reflection

Staff engages all youth in an intentional process of reflecting on what they have done (Pretzel Wreaths) by asking all students, "Was that a fairly easy activity?", "What has been your favorite recipe, so far?", "What has been your least favorite?".

2 Multiple reflection strategies

Staff uses at least one identifiable strategy to share what they have done and reflect on their experiences. Staff engages all youth in an intentional process of reflecting on what they have done (Pretzel Wreaths) by asking all students, "Was that a fairly easy activity?", "What has been your favorite recipe, so far?", "What has been your least favorite?".

3 Structured opportunities to provide feedback

Staff initiates structured opportunities for youth to give feedback on the activity (Pretzel Wreaths). Staff engages all youth in an intentional process of feedback on what they have done (Pretzel Wreaths) by asking all students, "Was that a fairly easy activity?", "What has been your favorite recipe, so far?", "What has been your least favorite?".

4 (Y) Structured opportunities to present to the group

Staff does not provide youth with a structured opportunity 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
Accommodating Environment	YW 9
Creating Safe Space	YW 3, YW 8, YW 9, SEL 3, SEL 4
Emergency Preparedness	YW 9
Emotional Safety	YW 3, YW 8, YW 9, SEL 3, SEL 4
Healthy Environment	YW 9
Nourishment	https://www.fns.usda.gov/cacfp https://theicn.org/cnss/resources/

Supportive Environment Domain

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

Interaction and Interactive Environment Domains

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

Engagement and Engaging Environment Domains

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