CHILDREN AND YOUTH COMMISSION
COMMITTEE MEETING

Tuesday, January 31, 2017
Market Station
Conference Room
500 Market Station
6:00 p.m. - 7:00 p.m.

1. Call to Order

2. Approval of Agenda

3. Approval of Minutes: November 29, 2017

4. New Business/Action Items:
   a. Presentation: Erick Aune-Pre-Teen/Teen Transit and Mobility Plan
   b. Discuss and Recommend Approval: 2017 Meeting Calendar
   c. Discuss and Recommend Approval: CYC Grantee Renewal
   d. Discuss and Recommend Approval: SFPS-Sweeney Afterschool Program
   e. Discuss and Recommend Approval: Data Consultant RFP
   f. Discuss: CYC 2017 Goals

5. Old Business:

6. Comments from the Chair and Committee Members

7. Report from Staff
   a. Youth Summit

8. Matters from the Floor

9. Adjournment

Persons with disabilities in need of accommodations, please contact the City Clerk's office at (505) 955-6521 five (5) working days prior to the meeting date.

CHILDREN & YOUTH COMMISSION
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JANUARY 31, 2017

Matters from the Floor	None	**7**
Adjournment	There being no further action to come before the Children and Youth Commission, the meeting was adjourned at 7:30 pm	
Signature Page		**7**

CHILDREN AND YOUTH COMMISSION
500 Market Street Santa Fe Railyard Offices
Tuesday, January 31, 2017
6:00 pm – 7:30 pm

1. **Call to Order**

   The Children and Youth Commission meeting was called to order by Joanne Lefrak, Chair at 6:00 p.m. A quorum was declared by roll call.

   Roll Call

   Present
   Joanne Lefrak, Chair
   Tommy Rodriguez
   Gus Martinez
   Daniel Slavin
   Dr. Lisa Salazar

   Not Present-Excused
   Allegra Love

   Others Present
   Julie Sanchez, Program Manager
   Contractor
   Joseph Jordan Berenis
   Fran Lucero, Stenographer

2. Approval of Agenda

   4-d removed from the agenda as information was not made available to the CYC

   Mr. Rodriguez moved to approve the agenda as amended, second by Mr. Martinez, motion carried by unanimous voice vote.

3. Approval of Minutes: November 29, 2017

   Museum of International Folk Art (not Museum of Art) noted on last page of minutes.

   Mr. Rodriguez moved to approve minutes as amended, second by Mr. Martinez motion carried by unanimous voice vote.

4. New Business/Action Items:
   a. Presentation: Erick Aune-Pre-Teen/Teen Transit and Mobility Plan

      (Power Point presentation followed by CYC members on the screen.)

      Bicycle Master →Plan Pedestrian Master Plan →Public Transit Plan
      Santa Fe Metropolitan Public Master Plan

      - Transit Dependence Index
      - Based on Youth Populations
      - Purpose: This plan seeks to derive a baseline understanding of mobility independence for youth between the ages of 10 to 17 and how their travel patterns influence. Goal is to increase mobility.
        Table 1: Demographic comparisons of Santa Fe to Other Cities, Census 2010 & ACS 2011-2015
        Mobility Indicators were listed – 4 Youth Mobility Themes
                Groups from different schools were participants in conversation to compile the data that was gathered.
        Recommendations:
        Project 1. Pedestrian System Upgrades
        Project 2. Bicycle System Upgrades
        Project 3. Transit System Upgrades

        Policy 1. Youth Representation
        Policy 2. Funding.

   Mr. Aune opened the floor for questions. It was noted that any input from the CYC is welcomed.

   It was asked if there were any MOU relationships with the schools. Mr. Aune said no, the school has different focus points but this was not one of them. Mr. Rodriguez talked about the transit system (buses) that provide anyone under the age of 18 free transportation. This has helped the truancy problem at schools. Mr. Aune said that this might spark more interest in the school system.

   b. Discuss and Recommend Approval: 2017 Meeting Calendar

January 31, 2017	February 28, 2017	March 28, 2017	April 25, 2017
May 30, 2017	June 27, 2017	July 25, 2017	August 29, 2017
September 26, 2017	October 31, 2017	November 28, 2017	December – No Meeting

Mr. Slavin moved to approve the 2017 meeting schedule, second by Mr. Rodriguez, motion carried by unanimous voice vote.

c. Discuss and Recommend Approval: CYC Grantee Renewal
    Chris, Julie and the Chair have been working on the 3rd quarter report in lieu of having the grantees complete another report. Grantees have all submitted their reports. It was noted that last year was not a renewal year.

d. Discuss and Recommend Approval: SFPS-Sweeney Afterschool Program
    No presentation, SFPS did not submit paperwork in time for meeting.

e. Discuss and Recommend Approval: Data Consultant RF –Contractor
    Documents were provided to the CYC members. The Contractor asked if there were any questions related to these documents, she would be happy to answer. (Exhibit A – Phases of change in Collective Impact Work, Exhibit B – Children and Youth Commission Data Development Project Scope of Work 2017-18)

    The Chair noted that some of the organizations would like to have templates prior to the review in order to be better prepared. Contractor made reference to the document in the packet and said that is what they should be using. Contractor said that there is not one template for data collection, there is not a one-size fits all. It was noted that doing 14 organizations in one year is ambitious. It is her professional opinion that every organization differs, indicators are not all uniform and there is a strong organization culture change and measuring is different.

    (Reference Exhibit A&B)
    The Contractor asked the CYC members want to focus on getting their alignment and collecting data and if there are items that CYC doesn't want done, than the Contractor needs to be told in order not to lose the impact. Contractor reiterated if things have changed she will need a new directive and then it might be possible to get the 14 organizations done. The question still is how many can be done and the Contractor feels that 12 is a realistic amount that can be done. It depends on how receptive the grantees are as they feel like Contractor is the enforcer, some of these organizations don't want to have baselines. It is important to deliver a clear and honest picture of where they are in reality.

    Dr. Salazar said that it is imperative to have baseline data. It would be important to have a guideline on how they move forward.

    Contractor feels that the survey she provides asks the questions and the organizations know what will be asked when she gets there. It is important, but still threatening to organizations as it has been communicated that these organizations are afraid.

Mr. Martinez said it comes down to uniformity, can we make it simple, possibly clear key indicators. Contractor said if we can set in place their systems, if they own it and they are part of the creation process, it would create this process for them. She recommends that we concentrate on performance measures and alignment.

It was noted that out of the 5 organizations that were visited, only 2 submitted their data. The Chair said that the hope is that once the contractor meets with the organization representatives that they be able to submit their data.

Dr. Salazar asked if it would be helpful for all organizations to come in and have the contractor explain what is needed. The Contractor said this has already been done. The Contractor said that what she is doing is more invasive.

Mr. Slavin said that CYC wants a collective impact. There should be a Phase III; we need to teach them how to collect data. We are trying to get Phase I and get to the Macro. The contractor said there is a problem. Mr. Slavin said he does not feel comfortable reporting to Finance Committee on what has been reported without providing specifics from the visits.

CYC has 9 indicators and 38 programs. The way their programs are structured they are not aligned. The human services programs take a lot more time than the arts programs. The school programs also take more time.

We are analyzing macro things, it is education discussion. If the CYC has decided that this program is to affect the GPA then in some ways how does it correlate?

Contractor noted that she is happy to do whatever CYC wants done. Mr. Martinez said it comes down to accountability. Contractor said they have been showing data. (Handouts provided to CYC members.)

Chair: CYC - we are in a decent alignment. Contractor needs direction on what indicators the CYC wants. There are programs out there who are feeling confused and we need them to follow through with the proposals. Granting agencies are not ready to be evidence based.

Mr. Slavin moved to redirect staff to allow time for CYC members to re-define the verbiage of the RFP to assure that the CYC position and direction is clearly stated contractor, second by Mr. Martinez, motion carried by unanimous voice vote.

Experiential best practices (noted)

    f. Discuss: CYC 2017 Goals
       Move to February meeting.

5. **Old Business - None**

6. Comments from the Chair and Committee Members – None

7. Report from Staff

   a. Youth Summit will be held March 31; between 9-1 at Santa Fe Indian School, co facilitators are needed. The Chair noted that they are expecting about 300 youth around topics of bullying, mental health, job development, financial stress. One of our youth from the Mayor's Youth Committee will be a facilitator.

   Volunteers: Joanne LeFrak, Tommy Rodriguez

   Handout from Wise Fool – they were selected for impact grants on circus performing arts. They are hoping they will have their impact report by 4th quarter.

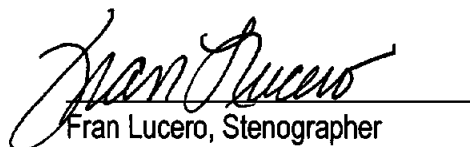8. **Matters from the Floor**

   None

9. Adjournment

   There being no further business to come before the Children and Youth Commission, the meeting was adjourned at 7:30pm.

Signatures:

Joanne Lefrak, Chair

Fran Lucero, Stenographer

Phases of Change in Collective Impact Work

"Channeling Change: Making Collective Impact Work"
By Fay Hanleybrown, John Kania, & Mark Kramer
Stanford Social Innovation Review, 2012

Phase I: *Initiate Action*, requires an understanding of the landscape of key players and the existing work underway, baseline data on the social problem to develop the case for change, and an initial governance structure that includes strong and credible champions.

Phase II, *Organize for Impact*, requires that stakeholders work together to establish common goals and shared measures, create a supporting backbone infrastructure, and begin the process of aligning the many organizations involved against the shared goals and measures.

Phase III, *Sustain Action and Impact*, requires that stakeholders pursue prioritized areas for action in a coordinated way, **systematically collect data, and put in place effective, sustainable processes** that enable active learning and course correcting as they track progress toward their common goals.

Being realistic about the time it will take to get through these initial organizing stages is equally important. **It takes time to create an effective infrastructure that allows stakeholders to work together** and that truly can ameliorate a broken system. The first two phases alone can take between six months and two years. The scope of the problem to be addressed, the degree of existing collaboration, and the breadth of community engagement all influence the time required.

Once the initiative is established, **Phase III can last a decade or more**. Collective impact is a marathon, not a sprint. There is no shortcut in the long-term process of social change.

Shared Measurement Systems
Practitioners consistently report that one of the most challenging aspects to achieving collective impact is shared measurement—the use of a common set of measures to monitor performance, track progress to- ward goals, and learn what is or is not working. The traditional paradigm of evaluation, which focuses on isolating the impact of a single organization or grant, is not easily transposed to measure the impact of multiple organizations working together in real time to solve a common problem. Competing priorities among stakeholders and fears about being judged as underperforming make it very hard to agree on common measures. Organizations have few resources with which to measure their own performance,

Exhibit A

let alone develop and maintain a shared measurement system among multiple organizations.

... Shared measurement is essential, and collaborative efforts will remain superficial without it...Shared measurement systems also require strong leadership, substantial funding, and ongoing staffing...to provide training, facilitation, and to review the accuracy of data.

Adopting a collective impact approach requires a fundamental shift in the mindset of many funders who are used to receiving credit for supporting specific short-term interventions. Collective impact offers no silver bullets. It works through many gradual improvements over time as stakeholders learn for themselves how to become more aligned and effective. Funders must be willing to support an open-ended process over many years, satisfied in knowing that they are contributing to large scale and sustainable social impact, without being able to take credit for any specific result that is directly attributable to their funding.

Components for Success	Initiate Action	Organize for Impact	Sustain Action and Impact
Governance and Infrastructure	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
Strategic Planning	Map the landscape and use data to make case	Create common agenda (goals and strategy)	Support implementation (alignment to goals and strategies)
Community Involvement	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
Evaluation and Improvement	Analyze baseline data to identify key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)

Children & Youth Commission
Data Development Project
Scope of Work
2017-18

Goal: Work closely and collaboratively with CYC grantees to assist them in aligning their program goals, performance measures and outcomes with those of the Commission.

1. Review most recent grant proposals of CYC grantees to get an idea of their organizational goals and CYC-funded program focus (all). Some grantees have more than one program for which they are seeking funding. Each program requires an independent review.

2. Review data submitted as part of the grant proposal to determine if data collected and outcomes reported align with program goals and CYC population level indicators/outcomes (all).

3. Introductory meetings with grantee leadership and staff to better understand program goals, data collection efforts, and institutional culture (all).

4. Assessment of grantee capacity to align goals, performance measures, and outcomes with those of the CYC. This will involve informal meetings, structured and unstructured interviews, internal document and/or database review (all).

5. Grantee re-alignment of program performance measures with CYC desired outcomes/population indicators (e.g. Warehouse 21, Youth Shelters, NDI).

6. Grantee assistance with baseline performance measures if unavailable (e.g. Adelante, Warehouse 21, Youth Shelters).

7. Grantee assistance with research on current and best data collection/evaluation methods for grantee program area (Warehouse 21, Youth Shelters, NDI, BGCA).

8. Grantee assistance with selection of evidence-based practices if current programs are not showing positive performance outcomes (e.g. NDI, Warehouse 21, Youth Shelters, Boys & Girls Club). This requires online research into current best practices for grantee's program area.

Exhibit B

9. Review of professional evaluation reports of grantee programs (NDI, CIS, BGCA). These reviews uncovered less impactful results than indicated by grantees.

10. Grantee assistance creating a custom survey instrument for use with clients (Warehouse 21, NDI, Youth Shelters).

11. Grantee assistance with the creation of a new qualitative and quantitative data collection repositories (e.g. Warehouse 21, Youth Shelters), or amendment of existing database to include data requested by CYC (Adelante, CIS).

12. Grantee assistance with grant proposal modifications (e.g. Warehouse 21, Youth Shelters, NDI).

13. Grantee assistance with creating data development/ pilot projects (CIS) to test novel data collection methods that better illustrate program performance (e.g. summer programs, longitudinal data collection efforts).

14. Follow-up grantee assistance: questions, concerns, confusion (e.g. Adelante).

Quality-Outcomes Study for American Youth Circus Organization Program Year 2016-17

Introduction

The David P. Weikart Center for Youth Program Quality (Weikart Center) wishes to partner with the American Youth Circus Organization (AYCO) to conduct an evaluation of members of the AYCO Social Circus Network. This proposal describes requirements and costs for an evaluation design that sets out to answer these questions:

1. What are the Network and organization level profiles of instructional quality, youth engagement, and SEL skill for recognized Social Circus programs?
2. Do social circus programs demonstrate growth in youth SEL skills?

Figure 1 presents a skill development theory for use in the out-of-school (OST) field. The Quality, Engagement, Skills, Transfer (QuEST) model (Smith et al., 2012) describes the quality of youth learning opportunities, first in terms of instructional practices and the given subject matter content. In turn, high-quality learning opportunities should stimulate interest and motivation to engage students. Repeated high quality sessions with high student engagement should result in mastery experiences for specific skills. Mastery of specific skills should promote transfer of these skills to other contexts in which youth spend time, including school, their family, other community organizations or the workplace.

The QuEST model draws from a broad evidence base to suggest that (a) setting qualities influence youth skill development, (b) motivation is an important correlate of learning, (c) skill building requires intentional adult supports (coaching, modeling, scaffolding, facilitating) and time to practice those skills, and (d) skills learned in one setting do not automatically transfer to a different setting. A practical theory template like QuEST allows local actors to fill in details about their specific program designs (e.g., how they define quality) and the specific skills they are trying to build.

Figure 1. Theory of Change for SEL programs
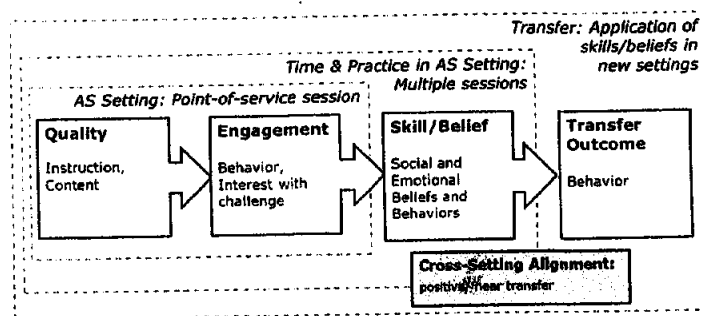
In this case, youth attending Social Circus Network offerings will develop targeted skills to a greater extent than students attending average after-school offerings because students in circus offerings will be more engaged with the content and receive more opportunities to practice skills. Prior research has consistently demonstrated the relationship between higher quality instruction (box 1) and both higher levels of youth engagement with OST content (box 2) and higher levels of social skill (box 4) (Akiva, Cortina, Eccles, & Smith, 2013; Naftzger, 2014; Naftzger, Devaney, & Foley, 2014; Naftzger et al., 2013).[1] This study represents an evaluation linking data for specific components of instructional quality (box 1) to student skill growth demonstrated in the OST context (box 3).

Measures

The measures proposed for this study are closely aligned with Figure 1, a theory of change that assumes that higher quality programming has positive impacts on youth engagement and skill-building outcomes. Per Figure 1, this study contains measures of Quality Instructional Practices, Youth Engagement, and Youth Skills. Table 1 provides a list of constructs aligned with these domains.

Table 1. Proposed Measurement Domains and Constructs

Domain	Constructs and Description
Quality	**Instructional Quality**: A structured environment with guidance and encouragement, opportunities for leadership and collaboration, and the capacity to promote planning and reflection.
	Youth Governance: Youth begin their own projects, select content, and design space. Youth involved in hiring, budgeting, return as leaders, develop partners
	Curriculum Planning: Sessions are planned in advance, targets specific learning goals, builds upon prior sessions, takes into account student feedback, and combines content with student interests.
	Growth & Mastery: Students exposed to new experiences, responsibilities and tasks that increase in complexity, long term group projects, acknowledge achievements, and identify personal strengths.
Engagement	**Youth Engagement**: Youth find activities important, use skills, have to concentrate, and learn things that are helpful in school.
	Participation: Program attendance

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[1] Several evaluations using quality-outcomes evaluation designs and employing same/similar measures have been conducted in the Texas 21st Century Community Learning Communities program. These evaluations are available at: http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Out-of-School_Learning_Opportunities/Program_Evaluation_Out-of-School_Learning_Opportunities/

Table 1. Proposed Measurement Domains and Constructs (continued)

Skill/Belief (Behaviors)	**Emotion Management**: Identify positive and negative emotions (e.g., excitement, anger, joy); Reason about causes and uses of emotion; Manages emotions for functional purpose **Empathy**: Values own/others perspectives and stories with sensitivity to context **Teamwork**: Practices respectful and effective communication within a team; Coordinates and supports action toward team goals **Responsibility**: Fulfils roles and commitments; Successfully defines, adjusts, and negotiates roles and commitments when required **Initiative**: Develops and hones motivation for the OST task; Perseveres through internal and external circumstances that challenge the OST work **Problem Solving**: Intentionally learns OST-task related methods and tools (e.g., carpentry); Uses problem-solving skills to develop, evaluate, and adapt a course of action; Successfully manages time; Connects with external stakeholders; Reflects on learning and significance of results
Skill/Belief (Beliefs)	**Emotion Management**: Optimism; Emotion Reappraisal; Identification of Emotions **Empathy**: Adolescent Empathy **Teamwork**: Adolescent Social Competency **Responsibility**: Adolescent Diligence and Reliability **Initiative**: Adolescent Initiative Taking; Adolescent Purpose **Problem Solving**: Adolescent Goal Orientation; Problem Solving Strategies

Data Collection and Management

A mixture of staff and youth surveys, staff behavioral ratings for youth, and observation-based measures will be administered at each offering over the course of a program year (approximately September – June). Observation data will be collected by Weikart Center consultants or participating Social Circus Network program staff who have been trained as reliable external assessors. Data will be collected at three time points – October 2016, January-February 2017, and May 2017. Table 2 below shows which data is collected at each time point. Online youth surveys will be collected during two separate two-week windows – one close to the start of the program offering and one at the end. Staff behavioral ratings of youth will be administered for the entire sample of youth at three time points. Time one staff ratings of youth behavior can be thought of as a baseline rating and should occur about four weeks into programming. This will allow staff enough time to develop an understanding of the youth's behavior which will result in a more reliable rating of the youth's behavior. Time two staff ratings should occur at the midpoint of the program. Finally, time three staff ratings of youth behavior should occur at the latest point possible in the program to assure that youth have adequate opportunities to master the SEL skills. For those programs that only run 12 weeks, data would be collected at two time points only – at baseline and at the end of the 12 weeks. Data collection time points can be specific to each organization so that they occur as close to the start and end weeks of the program as possible.

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Table 2. Data Collection by Source, Reporter, and Time Point

Data Source	Reporter	Pre-assessment	T1	T2	T3
Administer and Collect permission slips	Instructional Staff will download consent form and administer to guardian of each youth participating in the program	X			
Complete Youth Roster	Instructional Staff via spreadsheet	X			
Youth PQA Form A – External Assessment	Reliable raters via online Scores Reporter		X	X	X
Youth Engagement Survey	Youth complete paper surveys administered by reliable rater at time of PQA observation		X	X	X
Staff Rating of Youth Behavior	Instructional Staff via Qualtrics online survey software		X	X	X
Youth Beliefs Survey	Youth via Qualtrics online survey software	X	-		X
Staff Survey	Instructional Staff via Qualtrics online survey software	-	-		X
Attendance Spreadsheet	Instructional Staff via spreadsheet	-	-		X

Active Consent – An Active Consent form will be available to download by the end of the month from the cypoq.org website. Staff will administer a consent form to the legal guardian of each youth participating in the program. Consent forms will be returned to the Weikart Center prior to the start of data collection.

Youth Rosters – Staff will record on Youth Roster template participating youths first and last name, gender, and grade. Staff will securely submit this information via DropBox in order to obtain unique student ID's. In order to track youth over time, all youth assessments will include the unique ID in place of the youth's name.

Observational assessment – Youth Program Quality Assessment (PQA) Form A data will be collected by reliable raters during a visit to each offering at three time points. The observational protocol will include administration of a youth survey as a measure of engagement in program activities. Protocols will include youth consent.

Staff ratings of youth behaviors – Behavioral ratings will be completed by program staff for all youth participants for each offering at three time points. Data will be entered online. Survey instructions and human subjects protections will be clearly stated. Protocols will include youth consent. Different and developmentally appropriate measures will be provided for youth aged 8-12 and youth aged 12-18.

Youth belief surveys – Youth aged 12-18 will complete surveys about their beliefs at two time points. Data will be entered online whenever possible via computer or cell phones. When this is not

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possible, paper surveys will be provided. Survey instructions and human subjects protections will be clearly stated. Protocols will include youth consent. Youth aged 8-12 will not be surveyed.

Online staff surveys – All surveys will be administered using Qualtrics online survey software. A general link will be distributed to participants. All responses will remain confidential. Survey instructions and human subjects protections will be clearly stated.

Attendance – Program attendance data will be provided by staff at the participating offerings via a spreadsheet template that Weikart Center will provide.

Responsibilities

The following responsibilities are part of the Organization Lead's role: Participate in training to learn data collection methods; conduct three observational ratings, one at each time point (if Option 2 is selected); proctor staff and youth surveys; support instructional staff to complete student ratings at each time point; enter all data into online portal immediately after it is produced.

Total estimated time requirements for data collection for each offering are 21 (Option 1) or 49 (option 2) hours for the Organization Lead and 16.5 hours for the instructional staff. The tables below provide detailed expectations.

Table A1. Hours Required from Organization Lead for Data Collection

	Data Collection Option 1	Data Collection Option 2
Preparation/Logistics		
Development of data collection schedule	6	6
Training Participation		
Webinar	1	1
External Assessor Reliability Training	--	20
Data Collection		
Observational data	1 (to organize logistics of visit by external assessor)	9
Online youth surveys	3	3
Staff ratings of youth behavior	6	6
Online staff surveys	2	2
Performance Management Implementation		

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Webinars	2	2
TOTAL	21	49

Table A2. Hours Required from Instructional Staff for Data Collection

	Estimated Time Required
Training Participation	
Webinar on data collection protocols	1
Data Collection	
Online youth surveys	3
	(Supervision of youth for up to 1 hour at three time points. Survey should take youth approximately 20 minutes to complete.)
Staff ratings of youth behavior	10
	(20 youth at 10 minutes per youth at three time points)
Online staff surveys	.5
Performance Management Implementation	
Webinars	2
TOTAL	16.5

YOUTH PQA

Form A - Program Offerings
Youth - Grades 4-12

Organization name:

Site/Program name: WISE FOOL NEW MEXICO

Name(s) of program offering(s) observed:

Name of staff member(s) observed:

Date scored:

Name of rater (External Assessment only):

Email for rater (External Assessment only):

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INTRODUCTION

PURPOSE

The Youth Program Quality Assessment (Youth PQA) is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where youth have fun, work and learn with adults. The Youth PQA is designed to empower people and organizations to envision optimal-quality programming for youth by providing a shared language for practice and decision-making and by producing scores that can be used for comparison and assessment of progress over time. The Youth PQA measures the quality of youths' experiences and promotes the creation of environments that tap the most important resource available to any youth-serving organization: a young person's motivation to engage critically with the world.

THE 2012 REVISION

The Youth PQA is an assessment tool for best practices for any child-serving program. For this edition of the tool, each scale was given a short label or name that should focus the user's attention on the intent and purpose of the scale. This edition also contains some minor changes that should make the items easier to interpret and score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to the Skill-Building to better assess this important scale. Minor changes were also made to increase consistency in wording across the School-Age PQA and the Youth PQA. Items that are in the Youth PQA, but not in the School-Age PQA, are identified by (Y) after the item number.

BENEFITS

The Youth PQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the Youth PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a child development approach that works.

- *Research-based rubrics* – The Youth PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.

- *Opportunities to observe practice* – Staff using the Youth PQA must spend time watching what happens in their program.

- *Flexibility* – The Youth PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

TERMINOLOGY

- *Form* refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.

- *Domain* refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain.

- *Domain score* is the average of scale scores for each domain I–VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.

- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.

- *Item or item row* refers to a single row on the Youth PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

Staff Ratings of Youth Behavior —Youth

Emotion Management	Empathy	Teamwork	Responsibility	Initiative	Problem Solving
Abilities to be aware of and constructively handle both positive and challenging emotions.	*Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.*	*Abilities to collaborate and coordinate action with others.*	*Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.*	*Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.*	*Abilities to plan, strategize, and implement complex tasks.*

We are asking survey administrators to fill out this page in order to ensure that the Youth Identification Number is correct for the youth you are rating. It is very important that youth you are rating has their particular Youth Identification Number entered.

    a. **Program/Organization Name**
    b. **Site Name**
    c. **Youth Identification Number**
    d. **Youth Age**
    e. **Youth Gender**

This form describes a number of behaviors seen in some youth. Read the statements that follow the phrase" *During the past 4 weeks, how often did the child...*and mark the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, please select the correct box. Please do not skip any items.

Empathy/Teamwork
Values own/others perspectives and stories with sensitivity to context

Prompt: Thinking of your experience with this youth in this program, how often does he/she:
[None of the time, A little of the time, Some of the time, Most of the time, All of the time]

    1. Uses inclusive language and socially preferred terms
    2. Corrects others' bias or use of exclusive language
    3. Helps ensure everyone is heard
    4. Explains systemic biases (e.g., adultism, sexism, ableism, classism, racism)
    5. Composes and shares their personal story
    6. Shares personal information at an appropriate level and at an appropriate time
    7. Reflects appropriate tone, gesture, feeling, pacing during sensitive discussion

Practices respectful and effective communication within a team

Prompt: Thinking of your experience with this youth in this program, how often does he/she:
[None of the time, A little of the time, Some of the time, Most of the time, All of the time]

    8. Clearly articulates point of view and/or asks follow-up questions for clarification
    9. Communicates without dominating, interrupting, or showing disrespect for others' ideas
    10. Demonstrates listening/interest through body language (e.g., posture, eye contact)