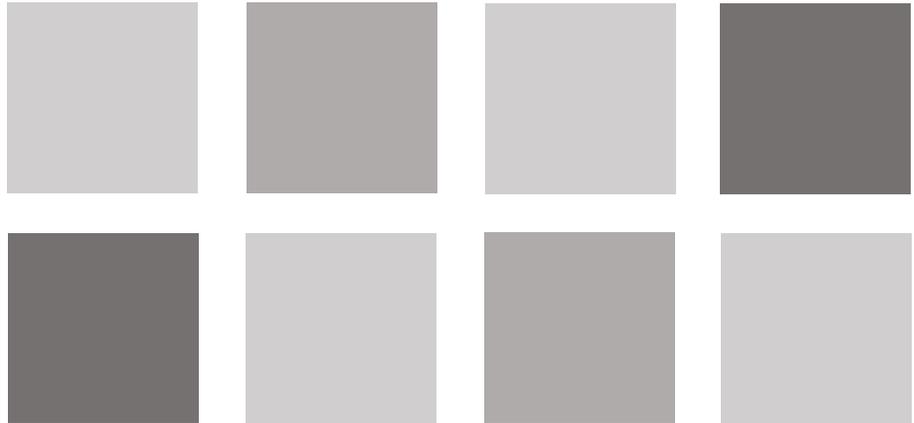
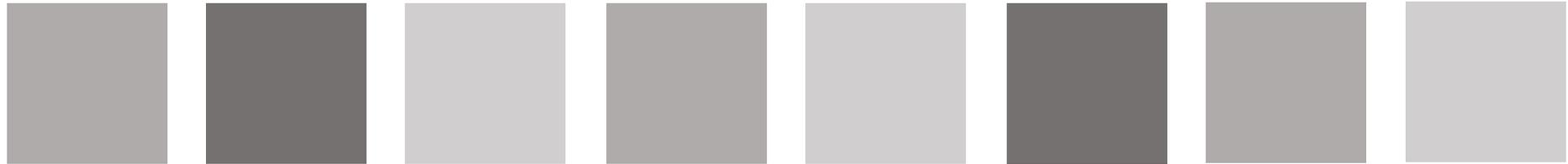
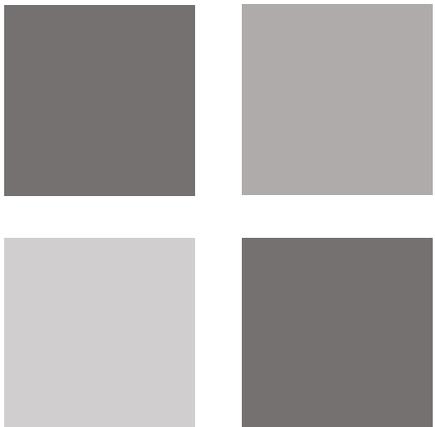


**SOCIAL AND
EMOTIONAL LEARNING
PROGRAM QUALITY
ASSESSMENT**



Organization name:
Site/program name:
Name(s) of program offering(s) observed:
Date of observation:



Published by

The Forum for Youth Investment
David P. Weikart Center for Youth Program Quality
7064 Eastern Ave NW
Washington, DC 20012
202.207.3333
www.forumfyi.org

Copyright © 2021 the Forum for Youth Investment.
Except as permitted under the Copyright Act of 1976,
no part of this book may be reproduced or transmitted in any
form or by any means, electronic or mechanical, including
photocopy, recording, or any information storage-and-retrieval
system, without prior permission in writing from the publisher.

ISBN 1-57379-256-X
Printed in the United States of America



TABLE OF CONTENTS

FRONT MATTER

Introduction 1

PROGRAM INFORMATION 3

I. SAFE ENVIRONMENT

Creating Safe Spaces 4

II. SUPPORTIVE ENVIRONMENT

Emotion Coaching 7

Scaffolding Learning 8

Fostering Growth Mindset 9

III. INTERACTIVE ENVIRONMENT

Fostering Teamwork 10

Promoting Responsibility and Leadership 11

Cultivating Empathy 12

IV. ENGAGING ENVIRONMENT

Furthering Learning 14

Supporting Youth Interests 16

Supporting Plans and Goals 17

SEL PQA OBSERVATION GUIDE 18

INTRODUCTION

PURPOSE

The Social and Emotional Learning Program Quality Assessment (SEL PQA) draws from and builds on various program quality assessments (PQA) that the Forum for Youth Investments' David P. Weikart Center for Youth Program Quality has developed with partners across the country over many years: the Youth and School-Age PQAs, the Summer Learning PQA, and the Academic Skill-Building PQA. The SEL PQA articulates and measures staff practices that have been identified by research on positive youth development, social and emotional learning, and the science of learning and development, among others. The SEL PQA is designed to evaluate the quality of programs and identify staff training needs. It consists of a set of scoreable standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where young people have fun, work, and learn with adults. Like all of our Program Quality Assessments (PQAs), the SEL PQA can be used for self-assessment and/or for external assessment. Assessments are conducted by carefully observing the interactions of staff and young people in a program; taking objective, detailed notes; and scoring based on anecdotal evidence recorded in observational notes. The SEL PQA is designed to empower people and organizations to envision the highest quality programming for young people by providing a shared language for adult practice and decision making and by producing scores that can be used for comparison and assessment of progress over time.

THE 2020 REVISION

In March 2020, many programs transitioned to virtual learning environments. To support virtual assessment, an additional scoring option, Not Scored (NS), was created, allowing assessors to decide before the assessment not to score specific items because they are not applicable to the purpose or modality of the program. Similar to an "X", it was decided that a score of "NS" will also be excluded from the scale and domain averages so as not to negatively impact the scores. This change then updated the scoring calculations.

DEFINITIONS

- *Item or item row* refers to a single row on the SELPQA for which there are descriptors for scores 1, 3 and 5. Level 5 describes best practice.
- *Scale* refers to the group of 3-6 items falling under the same heading. For example, Scaffolding Learning is a scale that is made up of four items. *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Emotion Coaching scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Domain* refers to the group of scales falling under one of the sections I–IV. For example, in the SELPQA, a domain is "II. Supportive Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain. For example, the domain "II. Supportive Environment" contains three scale scores to be averaged for a domain score.
- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, church or temple, private center, neighborhood association, or school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Community Center.
- *Program offerings* refer to structured activities led by regular staff with the same young people over time. This includes the range of scheduled services available to young people at an organization (classes, workshops, meetings, special events, homework help, discussion groups, etc.)
- *Session* refers to one scheduled period of a program offering, e.g., a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by staff; it does not refer to young people's informal conversation or actions.

BENEFITS

The SELPQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the SEL PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a youth development approach that works.
- *Research-based rubrics* – The SEL PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice* – Staff using the SEL PQA must spend time watching what happens in their program.
- *Flexibility* – The SEL PQA is designed to meet a range of accountability and improvement needs, from self-assessment to research and evaluation.

INTRODUCTION TO ITEMS & SCORING

The SELPQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. Some items measure if staff exhibit specific behaviors or best practice methods, or how frequently staff carry out the practice. Some items distinguish between young person-initiated behaviors that occur informally/spontaneously & those that have been set up intentionally by staff. Others measure how many young people have certain opportunities. It is important to note that items generally capture either staff practices or young people behaviors/opportunities, but not both. Both are indicators of a quality program, although the SELPQA & continuous improvement approach focus on staff behaviors as that is where staff can directly make changes or improvements.

Scores at all levels are based on a five-point measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some young people, and 5 represents intentional delivery of the highest quality practices.

In observing and scoring, it is helpful to keep the following in mind:

- Think about the intent of the item when scoring. Consult the SELPQA handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., young person behavior, staff response, young person response).
- If the item assesses young people's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some young people do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.

PROGRAM INFORMATION

[Complete for Program Self-Assessment or External Assessment]

Organization name: _____ Site/program name: _____

Date of observation (mm/dd/yyyy): _____
If multiple observations were conducted, provide the date of the last one conducted.

How was this observation conducted? Check all that apply:

- In-person observation Live virtual observation Observed a recorded session

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

Brief description of program offering(s): _____

Staff: Youth Ratio: Total number of staff observed _____ Total number of young people observed _____

Grades of young people observed (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type(s) of program/activity observed (Check all that apply):

- Mentoring Literacy STEM Other academic enrichment
(e.g., homework help, tutoring, college prep)
- Career readiness
(e.g., entrepreneurship) Youth leadership Community service/
civic engagement Visual & performing arts
(e.g., drama, painting, music)
- Sports, fitness & physical health
(e.g., basketball, dance, cooking) Other:

CREATING SAFE SPACES | Staff provide a safe and welcoming environment

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either young people or staff.</p>	<p>3 The emotional climate of the session is predominantly positive. Negative behaviors are mediated (e.g., countered, curtailed, defused) by staff or young people.</p>	<p>5 The emotional climate is always positive (e.g., mutually respectful, relaxed, equitable; characterized by teamwork, camaraderie, inclusiveness); young people and staff are observed offering encouragement, affirmations, or support to others.</p>	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>
2.	<p>1 Staff use negative or disrespectful words, tone of voice, or body language.</p>	<p>3 Staff use neutral or respectful words, tone of voice, and body language.</p>	<p>5 Staff use positive and warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people’s well-being (e.g., “Wow! It is so good to see you back at the program!” “Awww...I am so sorry your pet died!” Staff smile frequently; staff make appropriate and culturally relevant gestures that are responded to positively by young people—high fives, fist bumps, handshakes, bows, pats on the back, etc.)</p>	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>

CREATING SAFE SPACES, continued | Staff provide a safe and welcoming environment

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
3.	<p>1 Staff do not create a safe space for young people to share (e.g., staff do not respond supportively if young people share, express emotions or make mistakes; or staff do not provide an opportunity for young people to share).</p>	<p>3 Staff create a safe space for young people to share (e.g., encourage sharing of emotions or experiences, respond supportively if young people share) but do not provide young people with specific guidance or supports for creating a safe space.</p>	<input type="checkbox"/>
4.	<p>1 Staff group management style includes multiple instances of reactive or negative responses OR includes even one example of a harsh or demeaning response.</p>	<p>3 Staff group management style includes proactive and/or positive approaches, but also includes reactive or negative responses (e.g., mild reprimands, displaying annoyance, using rewards and consequences, yelling to get young people's attention).</p>	<input type="checkbox"/>
		<p>5 Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating a safe space (e.g., allow someone to finish without being interrupted, allow person to pass if they choose, only the person with the talking stick speaks, reinforce young people when they stand up for each other or someone outside the group).</p>	
		<p>5 Staff group management style is characterized by proactive or positive approaches (e.g., proactively promoting constructive engagement, calm redirection, structured attention-getters, showing understanding of possible emotional or physical triggers of individuals in the group, etc.).</p>	

CREATING SAFE SPACES, continued | Staff provide a safe and welcoming environment

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
5.	<p>1 Staff do not consistently hold young people accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g., staff opinion or preference takes precedence over any group agreements).</p>	<p>3 Staff consistently hold young people accountable to an agreed-upon set of guidelines, behavior expectations, or consequences.</p>	<p>5 Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g., staff note guidelines apply to themselves as well as to young people).</p>	<p><input type="checkbox"/></p> <p>Do not score if guidelines, behavioral expectations, or consequences are not referred to. Mark with an X.</p>
6.	<p>1 There is evidence of religious, cultural, racial/ethnic, class, gender, ability, appearance, or sexual orientation bias on the part of staff (e.g., comments based on stereotyped assumptions, slurs, clearly differential treatment, etc.).</p>	<p>3 There is no evidence of bias on the part of staff.</p>	<p>5 There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (e.g., meal plans include dietary or religious food requirements; reference is made to more than one type of family grouping; preferred pronouns are used).</p>	<p><input type="checkbox"/></p>

EMOTION COACHING | Staff prompt young people to be aware of and constructively handle their emotions

ITEMS			SUPPORTING EVIDENCE/ANECDOTES		
1.	<p>1 Staff do not acknowledge, validate, or name emotions of young people.</p>	<p>3 Staff occasionally acknowledge, validate, and name emotions of young people.</p>	<p>5 Staff consistently acknowledge, validate, and name emotions of young people (e.g., "It seems you are disappointed that you didn't get the part.").</p>	<input type="checkbox"/>	
2.	<p>1 Staff do not ask young people to name or describe their emotions or identify the intensity of their emotions.</p>	<p>3 Staff ask some young people to name or describe their emotions or identify the intensity of their emotions (e.g., "So are you just disappointed or are you really crushed that you weren't chosen?").</p>	<p>5 Staff ask all young people to name or describe their emotions or identify the intensity of their emotions (e.g., "So everyone tell us how you felt after the art fair?").</p>	<input type="checkbox"/>	
3.	<p>1 Staff do not ask young people about or discuss constructive handling of their emotions.</p>	<p>3 Once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself, use "I feel" language rather than accusations, etc.).</p>	<p>5 More than once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself or to express pride in an accomplishment without putting others down, etc.).</p>	<input type="checkbox"/>	
4.	<p>1 Staff do not tell or ask young people about the causes of their emotions.</p>	<p>3 Staff tell young people about possible causes of their emotions – either in response to in-the-moment situations or in discussion of an external situation (e.g., "I think maybe you didn't speak up because you were afraid.").</p>	<p>5 Staff ask young people about the causes of their emotions (e.g., "Why were you so angry?" "What happened that made you feel that way?").</p>	<input type="checkbox"/>	

SCAFFOLDING LEARNING | Staff scaffold tasks for optimal learning

	ITEMS				SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 Staff do not break difficult tasks into smaller or simpler steps for young people, or there are no tasks of sufficient difficulty to warrant explaining steps.</p>	<p>3 Staff break down difficult tasks into smaller or simpler steps, but steps are not outlined or explained before they begin.</p>	<p>5 Staff break down difficult tasks into smaller or simpler steps which are outlined or explained to young people before they begin (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).</p>	<input type="checkbox"/>	
2.	<p>1 Staff do not model skills.</p>	<p>3 Staff model skills for some young people.</p>	<p>5 Staff model skills for all young people.</p>	<input type="checkbox"/>	
3.	<p>1 Staff do not encourage young people to try out skills or attempt higher levels of performance.</p>	<p>3 Staff encourage some young people to try out skills or attempt higher levels of performance.</p>	<p>5 Staff encourage all young people to try out skills or attempt higher levels of performance.</p>	<input type="checkbox"/>	
4.	<p>1 Staff do not adjust the difficulty of the task or adjust supports when adjustments are clearly needed (e.g., when young people sail through the task easily, encounter frequent errors, or complain about not understanding how to do task).</p>	<p>3 Staff do not actively monitor the level of challenge for individuals or the group, but there is no clear evidence of inappropriate level of challenge.</p>	<p>5 Staff monitor or state an observation of the level of challenge for individuals or the group and adjust supports to maintain an appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's try something harder.").</p>	<input type="checkbox"/>	

FOSTERING GROWTH MINDSET | Staff support young people in developing achievement effort beliefs

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
<p>1. 1 Staff do not have young people attempt to figure out for themselves how to improve.</p>	<p>3 Staff ask young people to attempt to figure out how to improve or correct their work but do not sufficiently allow them to do so (e.g., staff jump in with correct answer before young person has time to respond; when a young person doesn't know how to improve, staff do not rephrase the question or give a hint).</p>	<p>5 Staff guide or support young people in attempting to figure out for themselves how to improve (e.g., "So, what could you do differently?" "Next time, what could you do to keep yourself focused?").</p>	<input type="checkbox"/>
<p>2. 1 Staff do not support contributions or accomplishments of young people in either of the ways described for a score of 3 or 5, or simply don't support young people at all.</p>	<p>3 Staff support contributions or accomplishments of young people, but use only subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"</p>	<p>5 Staff support contributions or accomplishments of young people by acknowledging what they've said or done with specific, non-evaluative language (e.g., "The detail in that sentence helps me create the picture in my mind." "You figured that word out from the context by yourself!").</p>	<input type="checkbox"/>
<p>3. 1 Staff only attribute success or failure to factors outside of young people's control (e.g., innate ability, luck, fate, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").</p>	<p>3 Staff attribute success or failure to factors both within and outside of young people's control or make no attributions about young people's control over success or failure.</p>	<p>5 Staff attribute success to effort, strategy, attention, practice, or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see you worked hard to meet your goal." "You can do this – just try a different strategy this time.").</p>	<input type="checkbox"/>

FOSTERING TEAMWORK | Staff provide opportunities to collaborate and work cooperatively with others

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	<p>1 Staff do not provide opportunities for young people to participate in teams or small groups.</p>	<p>3 Staff provide opportunities for young people to participate in small groups, but the activity doesn't include active collaboration (e.g., staff assign groups where young people work on individual art projects at the same table; young people individually earn points for their group).</p>	<p>5 Staff provide opportunities for young people to participate in small groups that require active collaboration (e.g., working together on a joint project, activities with discussion and planning, interdependent roles, etc.).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not provide opportunities for young people to work toward shared goals.</p>	<p>3 Staff provide opportunities for some young people to work toward shared goals.</p>	<p>5 Staff provide opportunities for all young people (groups or individuals) to work toward shared goals (e.g., each young person contributes a section to a story; young people build a catapult together).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not provide young people opportunities to practice group-process skills.</p>	<p>3 Staff provide all young people at least a limited opportunity to understand and practice group-process skills (e.g., a full group discussion is long enough for all young people to contribute; young people briefly share in pairs).</p>	<p>5 Staff provide all young people multiple or extended opportunities to understand and practice group-process skills (e.g., contribute ideas or actions to the group; do a task with others; take responsibility for a part).</p>	<input type="checkbox"/>

PROMOTING RESPONSIBILITY AND LEADERSHIP | Staff provide young people with opportunities to grow in responsibility and leadership

ITEMS			SUPPORTING EVIDENCE/ANECDOTES		
1.	<p>1 Staff do not provide young people with opportunities to be responsible for assigned tasks or activities.</p>	<p>3 Staff provide some young people with opportunities to be responsible for assigned tasks or activities.</p>	<p>5 Staff provide all young people with opportunities to be responsible for assigned tasks or activities (e.g., taking attendance, handing out snacks, leading an opening activity).</p>	<input type="checkbox"/>	
2.	<p>1 Staff frequently take over or intervene intrusively in assigned tasks or activities.</p>	<p>3 Staff occasionally take over or intervene intrusively in assigned tasks or activities.</p>	<p>5 Staff never take over or intervene intrusively in assigned tasks or activities, supporting young people to carry out roles or responsibilities as independently as possible.</p>	<input type="checkbox"/>	
3.	<p>1 Staff do not provide opportunities for any young people to mentor an individual.</p>	<p>3 Staff provide one young person an opportunity to mentor an individual.</p>	<p>5 Staff provide more than one young person an opportunity to mentor an individual (e.g., young people teach or coach another).</p>	<input type="checkbox"/>	
4.	<p>1 Staff do not provide opportunities for young people to lead a group.</p>	<p>3 Staff provide one young person an opportunity to lead a group (e.g., one young person leads warm-up exercises or a small group discussion).</p>	<p>5 Staff provide more than one young person an opportunity to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity).</p>	<input type="checkbox"/>	
5.	<p>1 Staff do not provide young people with an opportunity to share their ideas or work with the entire group.</p>	<p>3 Staff provide one young person with an opportunity to share their ideas or work with the entire group.</p>	<p>5 Staff provide more than one young person with an opportunity to share their ideas or work with the entire group (e.g., report results of their small group activity to a large group; describe their individual project to the whole group; share ideas in partnership with adults).</p>	<input type="checkbox"/>	

CULTIVATING EMPATHY | Staff support young people in practicing empathy skills

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	<p>1 Staff do not provide young people with an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity.</p>	<p>3 Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity but not its sole focus (e.g., staff have young people discuss and plan what organizations might be open to their community action project).</p>	<p>5 Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity (e.g., staff have young people in small groups share about an experience that shaped their life).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not tell young people about or ask young people to discuss the causes or consequences of other people's emotions.</p>	<p>3 Staff tell young people about the causes or consequences of other people's emotions but do not involve young people in a discussion about it.</p>	<p>5 Staff ask young people to discuss the causes or consequences of other people's emotions (e.g., in response to in-the-moment situations, past experiences, or in discussion of other actual or fictional events or experiences).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not provide explicit opportunities for young people to affirm, appreciate, or show kindness to others.</p>	<p>3 Staff provide explicit opportunities for some young people to affirm, appreciate, or show kindness to others.</p>	<p>5 Staff provide explicit opportunities for all young people to affirm, appreciate, or show kindness to others (e.g., staff have young people write notes to a peer who is ill; organize can goods drive for a food bank; have each young person describe the strengths they appreciate in a teammate and how it helps them build on their own strengths).</p>	<input type="checkbox"/>

CULTIVATING EMPATHY, continued | Staff support young people in practicing empathy skills

	ITEMS			SUPPORTING EVIDENCE/ANECDOTES
4.	<p>1 Staff do not actively support young people’s understanding and appreciation of differences.</p>	<p>3 Staff support young people’s understanding and appreciation of differences only informally or in-the-moment (e.g., “Great! I see your group has found a way to take advantage of team members who are especially good with details and those whose strength is seeing the big picture.” “Diversity is one of the things that makes our program great.”).</p>	<p>5 Staff provide formal opportunities to learn about, discuss, and value differences (e.g., young people interview people from different generations, countries, or backgrounds; staff have young people learn about each other’s strengths after they take personality inventories).</p>	<div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 20px;"></div>

FURTHERING LEARNING | Staff encourage young people to deepen their learning

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	<p>1 Staff do not make, or have young people make, connections between session activities and young people’s previous knowledge.</p>	<p>3 Staff make connections between session activities and young people’s previous knowledge (e.g., “These angles remind me of a baseball field.”).</p>	<p>5 Staff have young people make connections between session activities and young people’s previous knowledge (e.g., related topics previously studied, “real world” applications or issues. For example, staff ask young people questions like “how does our program gardening project relate to what you learned about river pollution?”).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not support young people in linking concrete examples to content-related principles or categories.</p>	<p>3 Once, staff support young people in linking concrete examples to content-related principles or categories.</p>	<p>5 More than once, staff support young people in linking concrete examples to content-related principles or categories, (e.g., “Giving more specific names to your feelings will help others understand you better.” “What other four-sided figure would be a quadrilateral?” “Understanding a candidate’s platform will help voters make informed decisions.”).</p>	<input type="checkbox"/>

FURTHERING LEARNING, continued | Staff encourage young people to deepen their learning

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
3.	<p>1 Staff do not encourage young people to deepen or extend knowledge.</p>	<p>3 One time, staff encourage young people to deepen or extend knowledge (e.g., staff ask young people questions that encourage young people to analyze; define a problem; or make comparisons, predictions, applications, inferences, or generate alternate solutions).</p>	<p>5 Two or more times, staff encourage young people to deepen or extend their knowledge or thinking (e.g., staff ask open-ended questions that encourage young people to analyze; define a problem; make comparisons or inferences; predict, apply, evaluate or generate alternate solutions. For example, "How do you think the distance from the lamp will affect the seedlings?" What does this have in common with what you learned last week?").</p>	<input type="checkbox"/>
4.	<p>1 Staff do not support young people to use logical reasoning.</p>	<p>3 Once, staff support young people to use logical reasoning.</p>	<p>5 More than once, staff support young people to use logical reasoning (e.g., "Why do you think that would happen?" "Please explain your reasoning.")</p>	<input type="checkbox"/>
5.	<p>1 Staff tell young people answers or what to do and rarely or never make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning.</p>	<p>3 Staff sometimes make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning (e.g., "What else would a reader want to know about your character?" "What do you think would happen if you did X first?").</p>	<p>5 Staff frequently make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people's initiative in learning (e.g., "And what else do you notice?" "Your paragraph tells me what, but not why." "What tools do you think you need before you start?").</p>	<input type="checkbox"/>

SUPPORTING YOUTH INTERESTS | Staff shape opportunities for young people to make choices based on their interests

ITEMS			SUPPORTING EVIDENCE/ANECDOTES		
1.	<p>1 Staff do not provide opportunities for young people to make choices.</p>	<p>3 Staff provide opportunities for young people to make at least one choice within the framework of the activities, but the choices are limited to discrete options presented by the staff (e.g., “Pick one of the following topics.” “Do it this way or that way.”).</p>	<p>5 Staff provide opportunities for young people to make at least one open-ended choice within the framework of the activities (e.g., “Pick any topic.” “Use these materials any way you want”).</p>	<input type="checkbox"/>	
2.	<p>1 Staff do not provide all young people an opportunity for choice among or within activities.</p>	<p>3 Staff provide all young people an opportunity for choice among or within activities.</p>	<p>5 Staff provide all young people with multiple opportunities for choice among or within activities (e.g., “You can paint whatever you want—use any colors, any design.” “You can use this pattern or that one.”).</p>	<input type="checkbox"/>	
3.	<p>1 Staff discourage creativity, curiosity, or imagination (e.g., do not allow innovation or flexible use of materials; discount new ideas from young people. For example, a young person predicts the cat will fly, and the staff say “No, that won’t happen. Cats don’t fly.”).</p>	<p>3 Staff neither discourage nor encourage young people in using their creativity, curiosity, or imagination.</p>	<p>5 Staff support young people in using their creativity, curiosity, or imagination (e.g., staff encourage young people to use materials, knowledge, or skills in new ways; to wonder or explore. For example, staff say, “Think about all the different ways you could end the story.”).</p>	<input type="checkbox"/>	

SUPPORTING PLANS AND GOALS | Staff provide opportunities to plan, set goals, and solve problems

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	<p>1 Staff do not provide opportunities for young people to set goals or make or revise plans for projects or activities.</p>	<p>3 Staff provide one opportunity for young people (individual or group) to set goals, or make or revise plans for a project or activity (e.g., how to spend their time, how to do a task).</p>	<p>5 Staff provide multiple opportunities for young people (individual or group) to set goals, or make or revise plans for projects and activities (e.g., how to spend their time, how to do a task).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not provide opportunities for young people to record, represent, or share plans.</p>	<p>3 Staff provide opportunities for young people to discuss or share their plans with others.</p>	<p>5 Staff provide opportunities for young people to record or represent their plans (e.g., a small group draws a diagram before building; staff help full group make a large idea web to plan an event; young people create a list or timeline).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not have young people monitor progress toward goals.</p>	<p>3 Staff have young people monitor progress toward goals the staff set.</p>	<p>5 Staff have young people monitor progress toward goals the young people set for themselves.</p>	<input type="checkbox"/>
4.	<p>1 Staff do not support young people to achieve a goal or solve a problem.</p>	<p>3 Staff support young people to try one way to achieve a goal or solve the problem.</p>	<p>5 Staff support young people to try more than one way to meet a goal or solve a problem (e.g., staff tell young people to devise more than one solution, try another approach; staff structure activity to use different processes to anticipate or solve a problem).</p>	<input type="checkbox"/>

SEL PQA OBSERVATION GUIDE

Summary of Scales

I. SAFE ENVIRONMENT

Creating Safe Spaces

II. SUPPORTIVE ENVIRONMENT

Emotion Coaching
Scaffolding Learning
Fostering Growth Mindset

III. INTERACTIVE ENVIRONMENT

Fostering Teamwork
Promoting Responsibility and Leadership
Cultivating Empathy

IV. ENGAGING ENVIRONMENT

Furthering Learning
Supporting Youth Interests

Scheduled starting time: _____ **Actual starting time:** _____

Scheduled end time: _____ **Actual end time:** _____

END USER LICENSE AGREEMENT: Program Quality Assessment

THIS IS AN AGREEMENT GOVERNING YOUR USE OF THE FORUM FOR YOUTH INVESTMENT'S PROGRAM QUALITY ASSESSMENT (HEREAFTER, THE "PQA"). THE FORUM FOR YOUTH INVESTMENT ("LICENSOR" OR "US") AS OWNER OF THE PQA IS WILLING TO PROVIDE YOU (AT TIMES REFERRED TO HEREIN AS LICENSEE) WITH THE PQA IN ACCORDANCE WITH THE TERMS AND CONDITIONS CONTAINED IN THIS AGREEMENT.

IF YOU DO NOT WISH TO ACCEPT THIS AGREEMENT, DO NOT DOWNLOAD OR USE THE PQA. USE OF THE PQA IS YOUR CONSENT TO BE BOUND BY AND YOUR ACCEPTANCE OF ALL THE TERMS AND CONDITIONS OF THIS AGREEMENT. PLEASE CAREFULLY READ THE TERMS AND CONDITIONS OF THIS AGREEMENT, AS THIS AGREEMENT IS ENFORCEABLE LIKE ANY WRITTEN NEGOTIATED AGREEMENT SIGNED BY YOU. IF YOU DO NOT AGREE TO ALL OF THE TERMS OF THIS AGREEMENT, DO NOT DOWNLOAD OR USE THE PQA.

1. DEFINITIONS.

- A. Client. An entity, organization, or person which uses the PQA.
- B. Confidential Information. Confidential information as used herein means all standards, techniques, forms, rubrics, procedures, information and instructions pertaining to the PQA and other matters subject to this Agreement which are disclosed by us to you.
- C. Copyright. All of the written, audio and visual materials provided with the PQA are the copyright material of, and are owned by US, including without limitation, the materials provided herein. You agree not to copy any of such materials in any way without the prior written permission of the Licensor.
- D. PQA. A family of observational assessment tools designed to assess the instructional quality of programs and to identify staff training needs.
 - a. Youth PQA. A validated observational assessment for programs that serve youth in grades 4 - 12.
 - b. School-Age PQA. A PQA designed for programs that serve children in grades K - 6.
 - c. SEL PQA: A PQA with additional emphasis on supporting social and emotional learning and development
 - d. STEM PQA. A PQA designed Science, Technology, Engineering and Math (STEM)-related programs.
 - e. Summer Learning PQA: A PQA designed for academic and enrichment summer programs
 - f. Health and Wellness PQA: a PQA designed for health and wellness-related programs
 - g. Arts PQA: A PQA designed for arts enrichment-related programs
- E. PQA Materials. Any and all materials provided as part of the PQA including all education and instruction books, charts, disks, forms, activity props, workbooks, and related materials.

2. LICENSEE RIGHTS.

- A. This license confers upon Licensee the right to use the PQAs at a single location for the benefit of your organization. Under no circumstances does Licensee have the right to contract with additional organizations for their use of the PQA or to license, sell, or authorize any third-party use of the PQA without the express permission of Licensor.
- B. You may NOT sell the PQA.
- C. You may NOT make any derivative works or materials using any part of the PQA Materials
- D. Subject to the terms and conditions of this Agreement and the continuing performance by You of Your obligations hereunder, you shall have, during the term hereto, the right to use the PQAs.
- E. You are only allowed to use the PQA as described herein. No other entity, organization or individual may utilize your copy of the PQA without the express written consent of Licensor. You are permitted to print or copy the PQA for use within your organization provided the End User License Agreement is provided with such copy.

3. FEES.

- A. A single instance or download of the PQA for the right to use the PQA is free. Licensor reserves the right to charge a fee in the future.
- B. Licensor shall have no other obligation for any defective material.

4. RESPONSIBILITIES.

- A. You shall:
 - a. Use the PQA and any PQA Materials for your organization's sole benefit. You shall assume all responsibility and risk for ensuring the effectiveness of the PQA.
 - b. Not make, provide copies of, or grant access to the use of any PQA or PQA Materials outside of your organization.
 - c. Not do any act which alters or impairs the copyrights or trademarks of the PQA or PQA Materials which are not specifically authorized by this Agreement.
 - d. Use your best efforts to work with the PQA using proper techniques.
- B. Licensor may, but is not required to, make available a downloadable version of the PQA and any PQA Materials.
- C. Licensor may, but is not required to, provide additional guidance and tools.

5. PROPRIETARY RIGHTS AND NON-DISCLOSURE.

You agree that the PQA and PQA Materials and the authorship, systems, ideas, methods of operation, documentation and other information contained in the PQA, are proprietary intellectual properties and/or the valuable trade secrets of the Licensor and are protected by civil and criminal law, and by the law of copyright, trade secret, trademark and patent of the United States, other countries and international treaties. The Licensor retains all right, title and interest in and to the PQA and PQA Materials, including all copyrights, patents, trade secret rights, trademarks and other intellectual property rights therein. Your possession, installation or use of the PQA and PQA Materials does not transfer to You any title to the intellectual property in the PQA and PQA Materials, and You will not acquire any rights to the PQA and PQA Materials except as expressly set forth in this Agreement. Except as stated herein, this Agreement does not grant You any intellectual property rights in the PQA and PQA Materials. You agree not to modify or alter the PQA and PQA Materials in any way. You may not remove or alter any copyright notices or other proprietary notices on any copies of the PQA and PQA Materials.

6. TERM AND TERMINATION.

- A. This Agreement and your use of the PQA are effective as of the date of download and shall continue for a period of one (1) year. Your continued use of the PQA shall automatically renew the term for a period of one (1) year from your last use.
- B. In the event that either Party breaches this Agreement, the other Party shall, in addition to any other remedy it may have, have the right to terminate this Agreement, upon ten (10) days written notice.

7. AGREEMENT NOT TO COMPETE.

- A. During the term of this Agreement, neither You nor Your organization, employees, partners, officers, or directors shall directly or indirectly enter into or in any manner participate in any business profession, proprietorship or any other endeavor which sells, markets or distributes any PQA or PQA Materials, or any techniques or programs which are the same as or similar to any PQA or PQA Materials. You further agree not to use, at any time, Licensor's trade secret or other Confidential Information.
- B. The covenants contained in this Agreement shall survive the termination or expiration of this Agreement and shall apply regardless of

whether this Agreement was terminated by lapse of time, by default, or for any other reason.

8. LIMITATIONS.

- A. LICENSOR MAKES NO WARRANTIES RELATING TO THE PRODUCTS EXPRESS, OR IMPLIED, AND EXPRESSLY EXCLUDES ANY WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. NO PERSON IS AUTHORIZED TO MAKE ANY OTHER WARRANTY OR REPRESENTATION CONCERNING THE PQAS OTHER THAN AS PROVIDED IN THIS PARAGRAPH.
- B. In no event shall Licensor's aggregate liability from or relating to this Agreement or the PQA and PQA Materials (regardless of the form of action, whether contract, warranty, tort, malpractice, fraud and/or otherwise) exceed the amount actually paid by You to Us. In no event shall Licensor be liable to You or any third party for any consequential special, indirect, incidental or punitive damages.

9. INDEMNIFICATION.

You agree to indemnify and hold Licensor harmless from any claim, damage or cause of action (inclusive of negligence, misrepresentation, error or omission) or other breaches of this Agreement by You.

10. SUBCONTRACTING AND ASSIGNMENT.

This Agreement shall be binding and inure to the benefit of the Parties hereto. Your rights are personal in nature and You shall not assign any of Your rights nor delegate any of Your obligations under this Agreement to any third Party without Licensor's express written consent.

11. YOUR REPRESENTATIONS.

You have done your own investigation, due diligence and evaluations regarding the PQA and have made your own independent determination of its value. No promises or representations have been made by Licensor or any of Licensor's representatives or agents other than herein set forth. No modifications of the term hereof shall be valid unless made in writing and executed by both You and Licensor.

12. MISCELLANEOUS.

- A. Independent Contractors. The Parties are independent contractors, and nothing contained in this Agreement shall be construed to create relationship of partners, joint ventures, employer-employee or franchise-franchisee. You acknowledge that You do not have, and shall not make any representations to any third party, either directly or indirectly, that You have any authority to act in the name of or on behalf of Us or to obligate Us in any way whatsoever except as expressly provided herein. You agree not to represent that You are an agent or representative of Ours and You further agree not to use the word "agent," or any other designation, which might imply that Licensor is responsible for Your acts.
- B. Governing Law and Jurisdiction. The rights of the Parties and provisions of this Agreement shall be interpreted and governed in accordance with the laws of the District of Columbia and you agree that proper jurisdiction and venue shall be in the general courts of the District of Columbia.
- C. Waiver. The failure of either Party to enforce, at any time or for any period of time, any provision of this Agreement shall not be a waiver of such provision or of the right of such Party thereafter to enforce such provision.
- D. Amendment. This Agreement may be amended only by written instrument signed by representatives of both Parties.
- E. Headings. The paragraph headings appearing in the Agreement are inserted only as a matter of convenience and reference and in no way define, limit, construct or describe the scope or extent of such paragraph or in any way affect such a paragraph.
- F. Cumulative Rights. The rights are cumulative and no exercise or enforcement by either Party of any right or remedy hereunder shall preclude the exercise or enforcement by the other of any other right or remedy hereunder which either Party is entitled by law or equity to enforce. Nothing herein contained shall be interpreted as to bar or waive the right to obtain any remedy available at law or in equity.

YOU REPRESENT, COVENANT, AND AGREE THAT LICENSOR HAS MADE NO REPRESENTATIONS OR WARRANTIES CONCERNING YOUR SUCCESS AND LICENSOR DISCLAIMS ANY WARRANTY OR REPRESENTATION AS TO THE SUCCESS OF THE PQA UNDER THIS AGREEMENT.

IN WITNESS WHEREOF, and by downloading and using the PQA and PQA Materials, you agree to abide by all statements made herein.