School-Age PQA Plus Extension Performance Report

Prepared for: Hazelwood Elementary School Club (Larimore Elementary)
(Boys and Girls Club of Greater St. Louis / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 23 / 2021

> **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

> **PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:**
>
> **Score of 1 = The practice is not in place**
> **Score of 3 = The practice is available to a limited extent or in a less advanced form**
> **Score of 5 = The practice is widely available and/or with great frequency**
>
> **Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.**

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

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

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

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

Domain Scores   Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.

Scale Scores   Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.

Item Scores   Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

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

Figure 1. Sample performance report with labels

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

Domain > SAFE SPACE

Scale > Emotional Safety

Item > 1 Positive emotional climate

Program Observation Summary

Score Set 1
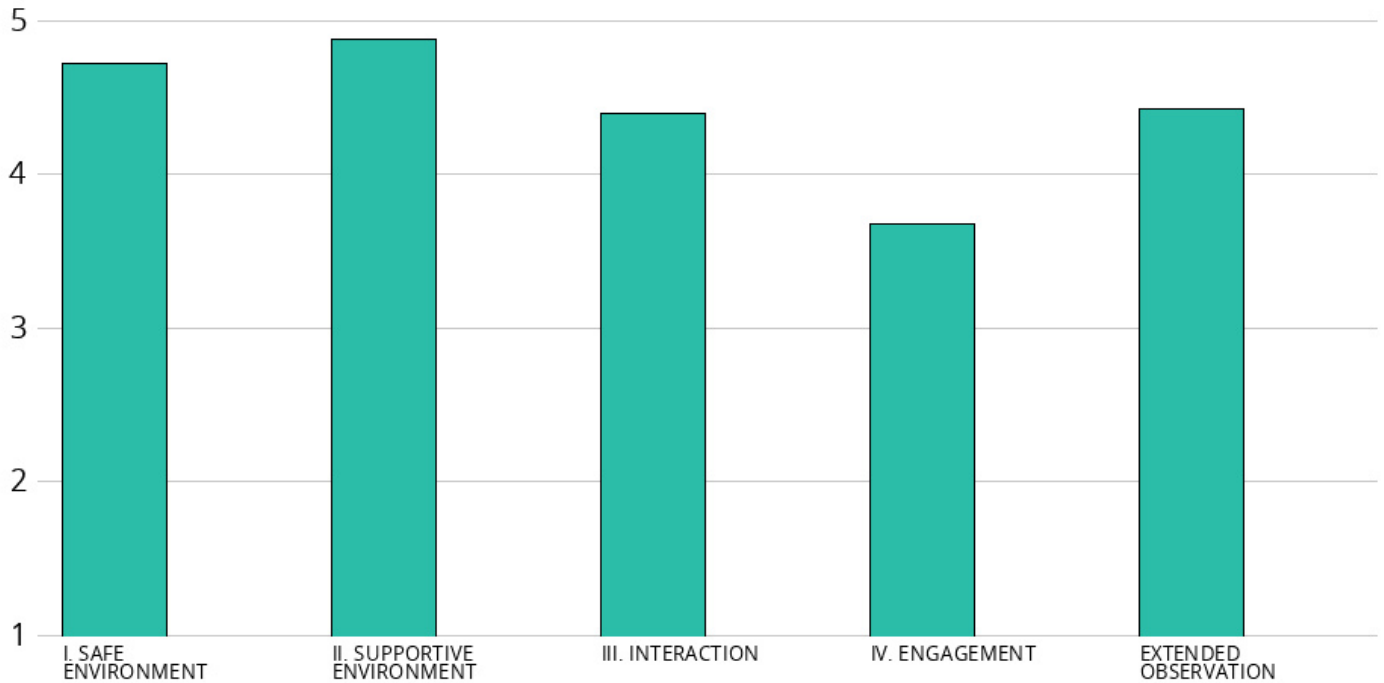
	Observation Identification
	Score Set # 1
Tags:	External Hazelwood Elementary School Club (Larimore Elementary)

	Observation Details
	Score Set # 1
PQA:	School-Age PQA Plus Extension
Date:	11/05/2021
Forms:	1 form
Offering:	Dinner STEM activity Triple Play/ Healthy Habit

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.71**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.60
Accommodating Environment	4.60
Nourishment	4.33
II. SUPPORTIVE ENVIRONMENT	**4.87**
Warm Welcome	5.00
Session Flow	5.00
Active Engagement	4.33
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	N/A
III. INTERACTION	**4.39**
Manage Feelings	N/A
Belonging	4.50
School-Age Leadership	3.67
Interaction with Adults	5.00
IV. ENGAGEMENT	**3.67**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	3.67
Responsibility	5.00
EXTENDED OBSERVATION	**4.42**
Activity Structure	3.67
Homework Help	N/A
Recreation Time	5.00
Transitions	4.00
Departure	5.00

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	**4.60**
1 Posted emergency procedures	5.00
2 Accessible fire extinguisher	5.00
3 Visible first-aid kit	3.00
4 Appropriate safety equipment	5.00
5 Supervised indoor entrances	5.00
6 Supervised access to outdoors	X
Accommodating Environment	**4.60**
1 Sufficient Space	5.00
2 Suitable Space	5.00
3 Enough comfortable furniture	5.00
4 Flexible physical environment	5.00
5 (SA) Appropriately sized furniture	3.00
Nourishment	**4.33**
1 Available drinking water	5.00
2 Plentiful food and drink	5.00
3 Nutritious food and drink	3.00

II. SUPPORTIVE ENVIRONMENT

		Score Set 1
Warm Welcome		**5.00**
1	Children greeted	5.00
2	Staff warm and respectful	5.00
3	Positive staff body language	5.00
Session Flow		**5.00**
1	Starts and ends on time	5.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	5.00
5	Appropriate time for activities	5.00
Active Engagement		**4.33**
1	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	3.00
Skill-Building		**5.00**
1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	5.00
3	Staff models skills	5.00
4	Staff breaks down tasks	5.00
5	Support for struggling children	5.00
Encouragement		**5.00**
1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
Child-Centered Space		**N/A**
1	(SA) Well-defined interest areas	X
2	(SA) Sufficient materials in interest areas	X
3	(SA) Children's work displayed	X
4	(SA) Children select displays	X
5	(SA) Open-ended materials	X
6	(SA) Easily accessible materials	X
7	(SA) Thirty minutes interest-based activities	X

III. INTERACTION

		Score Set 1
Manage Feelings		**N/A**
1	(SA) Staff acknowledges feelings	X
2	(SA) Staff asks children to explain situation	X
3	(SA) Helps children respond appropriately	X
4	(SA) Children suggest solutions	X
Belonging		**4.50**
1	Opportunities for children to get to know each other	5.00
2	Inclusive relationships	5.00
3	Children identify with program	3.00
4	(SA) Structured small group activities	5.00
School-Age Leadership		**3.67**
1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	5.00
3	(SA) Structured opportunity to lead group	1.00
Interaction with Adults		**5.00**
1	(SA) Staff at eye level	5.00
2	(SA) Staff works side by side	5.00
3	(SA) Staff circulates	5.00
4	(SA) Staff interacts positively	5.00

IV. ENGAGEMENT

	Score Set 1
School-Age Planning	**1.00**
1 (SA) All children plan	1.00
2 (SA) Multiple planning strategies used	1.00
3 (SA) Share plans in tangible way	1.00
School-Age Choice	**5.00**
1 (SA) Authentic choices	5.00
2 (SA) Open-ended choices	5.00
Reflection	**3.67**
1 Intentional reflection	5.00
2 Multiple reflection strategies	1.00
3 Structured opportunities to provide feedback	5.00
Responsibility	**5.00**
1 (SA) Opportunities for routine tasks	5.00
2 (SA) Staff do not intervene intrusively	5.00

		Score Set 1
Activity Structure		**3.67**
1	Intentional learning activities	5.00
2	Different types of activities	3.00
3	Physical activity	3.00
4	Time for free play	1.00
5	Time for physical activity	5.00
6	Communication of schedule and activity choices	5.00
Homework Help		**N/A**
1	Readily available	X
2	Actively support children in learning	X
3	Productive studying and learning environment	X
Recreation Time		**5.00**
1	Interacting with children	5.00
2	Positive supervision	5.00
Transitions		**4.00**
1	Organized transition	3.00
2	Procedure communication	5.00
Departure		**5.00**
1	Organized departure process	5.00
2	Constructive activities while waiting	5.00
3	Parents acknowledged and updated	5.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The overall climate was positive. Staff speak respectfully to the youth when asking them to do things and reminding youth of expectation and rules.

2 Lack of bias

There was no evidence of bias 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 both adequate and there were no complaints from the youth.

4 Comfortable temperature

The temperature appears comfortable for youth and there were no complaints from the youth about the temperature.

Emergency Preparedness

1 Posted emergency procedures

Emergency exit information posted in program spaces. Written emergency procedures are posted on a parent bulletin board.

2 Accessible fire extinguisher

There was a visible, accessible, and charged fire extinguisher in the cafeteria where the program began.

3 Visible first-aid kit

There is an accessible first-aid kit in the program office.

4 Appropriate safety equipment

Children wore safety goggles when mixing baking soda and vinegar.

5 Supervised indoor entrances

A staff member sits near the door where parents pick-up children. Because of COVID, parents do not come into program

to pick-up. When family member arrives to pick up child, the staff member uses a walkie talkie to let staff know that someone is here to pick up the child and the child goes to the exit door where a staff member supervises there departure to join their family member.

6 Supervised access to outdoors

This was not observed during the program observation.

Accommodating Environment

1 Sufficient Space

There was more than ample room for the program staff and number of youth attending.

2 Suitable Space

The space was suitable for all program activities. The cafeteria was used for dinner, a classroom was used for the science experiment, and the gym was used for the physical activity stations.

3 Enough comfortable furniture

There was enough furniture for the youth and staff present at all program offering and the youth appeared to be comfortable.

4 Flexible physical environment

The tables and chairs can be moved if needed and it is expected that the furniture would be returned to the way it was found at the end of the program day.

5 (SA) Appropriately sized furniture

The furniture was all the same size and met the size need of the older youth in the program. The feet of the younger members of the program do not meet the floor.

Nourishment

1 Available drinking water

A drinking fountain for adding water to water bottles was available in the hallway outside of the cafeteria. During the Triple Play time, youth asked to go and get water and they were permitted to do so.

2 Plentiful food and drink

There was enough food and drink available for all youth at dinner. Some children had seconds on some items. Children took snack with them when they left the program.

3 Nutritious food and drink

Items available for dinner included a turkey sandwich, apple sauce, carrots, chocolate milk, cheese sticks, go gurt yogurt, and Doritos. Some children at the Doritos but did not eat other items. Only one child was observed having received carrots for dinner. A couple of children had cupcakes and all of the children were given candy after the science activity.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Each child was greeted by name and at least one staff member talked briefly with each child who attended the program.

2 Staff warm and respectful

All staff spoke in respectful tones throughout the session.

3 Positive staff body language

Staff nodded and made eye contact with youth to show they were listening to them and supporting their efforts.

Session Flow

1 Starts and ends on time

Program is scheduled to start at 3:50 and program started at 3:50. Program is scheduled to end at 7:00 p.m. I was not present at the end of the program schedule, but according to the schedule and conversation with Program Coordinator Audrey Wilson children are actively involved in program activities until picked up. Activities continue until 6:55 p.m. when materials are cleaned-up.

2 Materials ready

Materials were set up prior to youth entering the area for each of the activities i.e., dinner, science experiment, and physical activity centers.

3 Sufficient materials

The science and physical activities were designed to be done with a partner and there were sufficient activities for both partners in all activities.

4 Explains activities clearly

Staff person leading the activities (Alexis Lewis led the science experiment and Nancy Lee led the physical activities) clearly explained the activities and answered youth questions.

5 Appropriate time for activities

All youth were engaged in the science experiment activity and helped with clean-up. The timing of when to move to the next physical activity could have been sooner as children asked on a couple of occasions if it was time to move to the next activity.

Active Engagement

1 Children engage with materials or ideas

All of the children were actively engaged in hypothesizing, doing, and discussing the science activity and all youth were actively engaged in the physical activity centers.

2 Children talk about activities

The staff intentionally put youth together to complete the science experiment and participate in the physical learning stations.

3 (SA) Children make connections

Staff tells children that they are going to play a game that they have played before i.e., " Would you rather". The staff member asks the children " Would you rather" and then provides two choices, and children are to run to the side that represents their preference.

Skill-Building

1 Learning focus linked to activity

The youth were told that the purpose of playing a name game was to "promote team building." " I want you to be comfortable with each other and know each other's name." The youth then played a game where each person stated their name and then did an action to go with their name. The next child started by saying the previous child's name and then doing that child's action. Then the child would state his/her/their name and do their action. This proceeded to the

next child until all children had said each child's name and repeated each child's actions and shared their name and their action. Children were put in pairs to complete the science experiment and the physical station activities and staff focused the youth on working together to do both. The staff person started the physical activities by saying hello to each person by name.

2 Staff encourages youth to try skills

It seemed that not all children knew the names of all of the children in the group. All children were encouraged to say the name of each child and repeat the child's movement. Some of the physical activities were challenges for the children and all children were encouraged to try. A staff member told the group, "That's the whole thing as long as you try."

3 Staff models skills

The staff member leading the science experiment showed all members of the group what to do for each step of the experiment.

4 Staff breaks down tasks

The staff member leading the science experiment, showed and described what the youth were to do for each step of the science experiment.

5 Support for struggling children

Staff offered and provided support when the staff member observed a youth needed assistance and when the youth asked for assistance.

Encouragement

1 Staff uses non-evaluative language

Sometimes used non-evaluative language. Two children were helping each other do a task in the science activity and the staff person said, " I like that. That's team work." After the youth had made their hypothesis about what would happen when they added baking soda to the water, vinegar, and popcorn kernel mixture, the staff person repeated after the experiment, "It exploded, fizzled, and went to the middle."

2 Staff asks open-ended questions

Staff asked question that were looking for a specific answer and asked open ended questions. For example, " What is it called when the vinegar and baking soda mix?" " I'm looking for two words , one starts with a C and one with an R. " A child says chemical reaction, and this is acknowledged as the correct answer. Examples of open ended questions include; " What did you like about it? " "What do you think will happen?" " Why do you think that?"

Child-Centered Space

1 (SA) Well-defined interest areas

This is not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This is not compatible with the program design.

3 (SA) Children's work displayed

This is not compatible with the program design.

4 (SA) Children select displays

This is not compatible with the program design.

5 (SA) Open-ended materials

This is not compatible with the program design.

6 (SA) Easily accessible materials

This is not compatible with the program design.

7 (SA) Thirty minutes interest-based activities

This is not compatible with the program design.

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

2 (SA) Staff asks children to explain situation

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

3 (SA) Helps children respond appropriately

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

4 (SA) Children suggest solutions

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

Belonging

1 Opportunities for children to get to know each other

Staff facilitated children playing a get to know each other name game. The youth played a game where each person stated their name and then did an action to go with their name. The next child started by saying the previous child's name and then doing that child's action. Then the child would state his/her/their name and do their action. This proceeded to the next child until all children had said each child's name and repeated each child's actions and shared their name and their action. Children were put in pairs to complete the science experiment and the physical station activities and staff focused the youth on working together to do both. The staff person started the physical activities by saying hello to each person by name.

2 Inclusive relationships

There was no evidence of youth being exclusive.

3 Children identify with program

Children were engaged in activities and interacted with each other but there was no evidence of program ownership from the youth.

4 (SA) Structured small group activities

The staff divided the children into pairs for the science experiment and the physical activity station activity.

School-Age Leadership

1 (SA) Practice group process skills

The youth spent the majority of the time in the small groups (pairs) put together by the staff. Youth were provided the opportunity to answer several open ended questions.

2 (SA) Opportunities to help another child

A staff member told the youth that they were being paired with a younger youth so that "they could help them out." Older youth were observed helping their younger partners.

3 (SA) Structured opportunity to lead group

No opportunities provided by staff for a child to lead a group or exercise leadership was observed.

Interaction with Adults

1 (SA) Staff at eye level

During dinner the staff stood when talking to the children. Staff sat with children and talked to them when working on the science experiment. Staff played with and directly interacted with staff during the physical activity learning stations.

2 (SA) Staff works side by side

Staff worked side by side with youth during the science activity and during the physical activity stations.

3 (SA) Staff circulates

Staff usually circulated and youth interacted with all staff at least once during the program session.

4 (SA) Staff interacts positively

All staff interacted positively throughout the session. Staff redirected youth as needed and reminded youth in a positive manner of rules and expectations. For example, "Please put your mask over your nose."

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

No planning or planning strategies were observed.

2 (SA) Multiple planning strategies used

No planning or planning strategies were observed.

3 (SA) Share plans in tangible way

This was not observed No planning or planning strategies were observed.

School-Age Choice

1 (SA) Authentic choices

Although the choices were limited, how the children completed the physical activity stations provided authentic choices.

2 (SA) Open-ended choices

How the children chose to do some of the physical activities at the physical stations were open-ended.

Reflection

1 Intentional reflection

All youth were asked, " Did you like the experiment?" " What did you learn?"

2 Multiple reflection strategies

Staff only provided the youth with the opportunity to reflect in an oral reflection.

3 Structured opportunities to provide feedback

All youth were asked, " Did you like the experiment?" " What did you learn?"

Responsibility

1 (SA) Opportunities for routine tasks

Youth each cleaned up their own trash after dinner. A youth swept the floor after dinner. Youth threw away disposable supplies after science experiment. Youth helped collect science experiment equipment. Youth wiped the tables after the science experiment.

2 (SA) Staff do not intervene intrusively

Staff provided youth support to complete tasks. For example, sprayed the tables to be wiped. Held the dust pen for the child who was sweeping.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All youth participated in the name game and science experiment which were learning activities provided by staff.

2 Different types of activities

The program provided a physical activity, a science experiment, and an organized game of "Would you rather have?"

3 Physical activity

The Friday schedule provided for more than 30 minutes of physical activity. There is 25 minutes of physical activity on the schedule for each day.

4 Time for free play

There was no intentional time for free play observed.

5 Time for physical activity

There is intentional time for physical activity included on each day's schedule.

6 Communication of schedule and activity choices

The staff clearly explained what was coming next and what the children would be doing during each part of the schedule.

Homework Help

1 Readily available

This was not observed.

2 Actively support children in learning

This was not observed.

3 Productive studying and learning environment

This was not observed.

Recreation Time

1 Interacting with children

Staff interacted with the youth throughout the Triple Play (physical activity) time.

2 Positive supervision

Staff provided positive supervision, support, direction, and interaction throughout the Triple Play time.

Transitions

1 Organized transition

Transitions were not particularly smooth as children had a somewhat challenging time getting in line and staying in line as they transitioned from one area to the next. Although staff clearly described what youth were supposed to do when they got to the next area, the youth did not smoothly find their places or settle quickly to engage in the next activity.

2 Procedure communication

Staff clearly communicated transition expectations and children seemed aware of expectations even if there was not always full compliance with the expectations.

Departure

1 Organized departure process

There is an organized departure process that was followed. A staff member is by the door where family members come to pick up. Because of COVID family members do not come into the program. The staff with the youth are notified by walkie talkie that a family member is here to pick-up. The youth gets his/her/their things and goes to the door where there family member is waiting.

2 Constructive activities while waiting

The youth were fully engaged in activities until it was time to be picked-up.

3 Parents acknowledged and updated

The staff person at the door acknowledges family members. If there is information that needs to be provided, it can be provided at pick-up time.