

DCYF YOUTH WORKFORCE DEVELOPMENT SITE VISIT TOOL

MAY 2013

Purpose of the Site Visit Tool

This site visit tool was developed by a working group of DCYF staff, grantees, and evaluation consultants to provide a robust, *point-of-service oriented* snapshot of program quality.

Drawing from research that shows that the most important indicator of youth participation and positive outcomes are their daily experiences in youth development programs, this site visit tool is primarily concerned with *what can be observed on site*. Other important sources of data about program quality include youth surveys, CMS reports, programs' own evaluations, and staff and youth interviews.

The tool includes elements common to all youth development programs, as well as grant-specific service quality indicators. Elements have been cross-walked with DCYF Quality Standards and Request for Funding announcements to assure that this tool assesses quality elements already expected of DCYF grantees.

How the Tool will be used

This site visit tool will be used in three ways:

1. To inform individual program's ongoing quality improvement efforts by providing an observationally-based assessment of program quality.
2. To help DCYF Program Officers to support their grantees by providing a common rubric with which to visit youth development programs.
3. To inform ongoing training and technical assistance efforts supported by DCYF.

This tool should not be used to evaluate individual staff members.

→→ What's Inside the Site Visit Tool ←←

Point-of-Service Quality Domains¹

- **Program Environment & Safety** - The program space is safe, clean, and can be adapted for a variety of activities. Youth and staff interact in a friendly, respectful way.
- **Promoting Diversity** - The program space, activities, and norms encourage inclusive attitudes and behaviors among staff and youth.
- **Youth Development** - Activities are designed and implemented with youth engagement in mind. Youth have meaningful input into activities and have multiple opportunities to play leadership roles within the program.
- **Intentional Skill Building** - Most program activities promote youth-skill building by intentionally focusing on a specific skill, promoting successively higher levels of mastery, and allowing youth to present their work or perform for others. **Transition Support** - Youth have a clear plan for continuing their academic and professional growth *after* leaving the program and are connected with relevant organizations to do so. Wraparound services are provided to high risk youth during the program.
- **Employer Engagement** - The program works with employers to connect youth to work experiences, work-based learning and employment opportunities and to ensure its workforce development activities and the competencies that youth develop are relevant to employer needs, post-secondary requirements and/or industry standards.

Definitions

- **Activity** - A group, class, or club that is organized by theme and takes place over multiple sessions. Examples may include a Poetry Club within a comprehensive after school program, the Outreach Team for a teen cultural program, or a Job Search workshop in a workforce development program.
- **Session** - An individual meeting or workshop.
- **Component** - An identifiable part of a session, such as check-ins/icebreakers, direct instruction, independent work, team consultations.

If you don't see enough to rate a specific item

Many of the items in the Core Site Visit Tool should be observable during a 90-120 minute visit. Visitors may not see some important elements while on site, however, and should follow up with staff members to gather sufficient information.

- Some items may be more difficult to observe while on site. If you don't see the item to be rated refer to instructions located by the item rating box or in the User's Manual.

¹ These domains are aligned with the *California After-School Program Quality Self Assessment Tool*, available from the California Afterschool Network (www.afterschoolnetwork.org).

PROGRAM INFORMATION

Program Name	
Agency Name	
Site Coordinator	
Visitor	
Visit Date	

A. CURRICULUM REVIEW

Conducted prior to on-site visit when possible.

I. INTENTIONAL SKILL BUILDING

1. Helps youth develop skills and conduct job search to secure employment.

Review curriculum prior to site visit, review student portfolios, observe and check topics covered:

<p>Posting Jobs</p> <p><input type="checkbox"/> Job listings posted or in a binder</p> <p><input type="checkbox"/> Flyers posted for career fairs etc.</p> <p><input type="checkbox"/> *Not applicable to model</p>	<p>Job Search</p> <p><input type="checkbox"/> Teaches job search skills</p> <p><input type="checkbox"/> Computers with links or shortcuts to job websites</p>	<p>Resume Preparation</p> <p><input type="checkbox"/> Resume writing taught</p> <p><input type="checkbox"/> Resumes are in student portfolios</p>	<p>Job App & Interviewing</p> <p><input type="checkbox"/> How to complete a job application</p> <p><input type="checkbox"/> Interviewing skills</p> <p><input type="checkbox"/> Conduct mock interviews</p> <p>Interview prep and follow-up</p>
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<p>1</p> <p><i>Does not provide support in every category that is consistent with their approved model.</i></p>	<p>3</p> <p><i>Offers support of at least one type in every category above that is consistent with their approved model.</i></p>	<p>5</p> <p><i>Offers multiple methods of support in every category above that is consistent with their approved model. May also provide support in an expanded area beyond approved model.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
<input type="checkbox"/>	5	

2. Helps youth develop thinking and social competencies (soft skills) appropriate to maintaining employment.

Review curriculum prior to site visit and check topics covered:

- | | | |
|---|--|---|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Decision-making | <input type="checkbox"/> Creative thinking |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Problem-solving/reasoning | <input type="checkbox"/> Self-management |
| <input type="checkbox"/> Appropriate dress and speech | <input type="checkbox"/> Participating as a member of a team | <input type="checkbox"/> Following directions/working with supervisors |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Working with diversity | <input type="checkbox"/> Helps to develop skills for a particular job market sector |
| <input type="checkbox"/> Positive attitude | <input type="checkbox"/> Being responsible/working independently | |

1
Program covers 3 or fewer topics. If no written curriculum score as 1.

3
Program covers 4-6 topics.

5
Program more than 6 topics and all staff model professional (though friendly) behavior. Youth behavior reflects these lessons. There are signs that these are infused throughout program (e.g., expectations that youth arrive on time).

Evidence

Rating

- | | |
|--------------------------|----------|
| <input type="checkbox"/> | 1 |
| <input type="checkbox"/> | 2 |
| <input type="checkbox"/> | 3 |
| <input type="checkbox"/> | 4 |
| <input type="checkbox"/> | 5 |

3. Program supports youth in developing independent living skills, including financial literacy.

Review curriculum prior to site visit and check topics covered:

- Setting savings goals Credit Other:
 Creating a budget About bank accounts

Site Coordinator questions:

Do you assist youth in opening bank accounts?

Is there a forced or matched savings plan?

<p>1 <i>No financial literacy formally included in curriculum.</i></p>	<p>3 <i>Financial literacy education included in lesson plan or curriculum (budgeting, setting savings goals, credit, bank accounts).</i></p>	<p>5 <i>Curriculum includes financial literacy (budgeting, setting savings goals, credit, bank accounts). Staff attempts to assist all youth to open bank accounts. Youth may be contributing to savings account.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

B. SITE COORDINATOR INTERVIEWS

I. SITE COORDINATOR INTERVIEW

1. a. What do you consider to be the greatest strengths of this program?
- b. What are your main areas for growth?

2. Are there any topics that you cover that are not included in your curriculum? How are these competencies developed?

3. For the activities taking place today, can you tell me more about how they link to both previous and future sessions? How does what we'll see fit in with the goals of the program?

4. How does your program support youth in successively higher levels of leadership?

5. What opportunities do youth have to present their work, perform for others, or share their successes?

6. How do youths' interests and preferences influence the activities offered?

<p>1</p> <p><i>Youth do not have the opportunity to express their preferences and interests OR staff members do not listen to youths' suggestions.</i></p>	<p>3</p> <p><i>Youth have informal opportunities to share their preferences and interests; staff listen to youths' suggestions.</i></p>	<p>5</p> <p><i>Youth have structured opportunities to share their preferences and interests; youth input is the primary guide when developing activities.</i></p>
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<p>Evidence</p>	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

7. (6-12) In what ways does your program encourage and celebrate youth expressions of culture, sexual identity, religion, and individuality.

<p>1</p> <p><i>Efforts to encourage and celebrate youth expressions of culture, sexual identity, religion and individuality are not built into program; staff receive no training in cultural competency.</i></p>	<p>3</p> <p><i>Staff makes deliberate efforts to encourage and celebrate youth expressions of culture, sexual identity, religion, and individuality, but efforts are limited and informal or staff receive no cultural competency training.</i></p>	<p>5</p> <p><i>Staff have deliberately built in ways to encourage and celebrate youth expressions of culture, sexual identity, religion, and individuality or staff have received cultural competency training.</i></p>
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<p>Evidence</p>	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

8. The program actively engages public and private sector work sites to strengthen program activities.

Site Coordinator questions:

In what ways do (have) employers contribute to the development of your curriculum and lesson plans?

How does your program keep informed of general employment trends?

How often do employers come to the program to discuss with youth careers, vocational preparation etc.?

<p>1</p> <p><i>Program does not invite speakers to discuss careers. Little to no input from potential local worksites on curriculum development.</i></p>	<p>3</p> <p><i>Program invites guest speakers to discuss careers (career panels) and vocational preparation. May be some past or current input from worksites on curriculum development.</i></p>	<p>5</p> <p><i>Guest speakers discuss careers and vocational preparation. Employers contribute to curriculum development in terms of skills and qualities required in their field. Employers may serve on advisory board.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

9. The program provides support for worksite placement of youth.

Program places youth with external worksites.

Site Coordinator questions:

What training do you provide to potential work sites prior to student placement as an employee/intern?

To what extent and how do you maintain contact with work sites once students are placed in positions? Do you conduct site visits? If yes, how often?

How do you generate employment opportunities for your youth (e.g., meet with potential employers, network with other YWD program staff)?

<p>1</p> <p><i>Little to no communication between CBO and worksite before or after placement.</i></p>	<p>3</p> <p><i>Strong ongoing communication between CBO and worksite during placement. May provide preparation of worksite prior to placement.</i></p>	<p>5</p> <p><i>CBO provides training and support for worksites to prepare them for their youth employees/interns. CBO provides assistance and support (including site visits) to worksites providing work experience to youth. CBO actively generates opportunities for employment (e.g., develops a list of employers who will accept young people for jobs, visits potential employers or networks with other agencies offsite to learn about potential youth.)</i></p>
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Evidence	Rating	
	<i>Skip if program place youth internally.</i>	
	<input type="checkbox"/>	Skip
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
<input type="checkbox"/>	4	
<input type="checkbox"/>	5	

10. Provide or refer youth to wraparound support that reduces barriers, builds connection and provides a strong safety net for high risk youth.

Program funded to serve high risk youth

Site Coordinator questions:

How do you assess needs for supports?

To what extent do you provide ongoing case management support?

With which organizations do you have formal partner relationships for referrals? Are MOUs in place?

Are there any youth need areas for which you do not yet have a good referral source?

What activities do you include that promote healthy decision-making and reduction of engagement in risky behaviors?

<p>1</p> <p><i>Program conducts a needs and assets assessment and refers the youth to another provider if wraparound services are needed.</i></p>	<p>3</p> <p><i>Program provides assessment (needs and assets) and referral services on-site. Conducts some case management if needed. Documents youth's use of services, progress, challenges, and solutions. Has adequate (though perhaps not extensive) referral resources with community providers.</i></p>	<p>5</p> <p><i>Program provides extensive assessment (needs and assets) and case management on-site. Activities promote healthy decision-making and reduction of engagement in risky behaviors. Coordinates with other systems (e.g., justice, social services, child welfare, education). Has an extensive array of partnerships with providers in the community with formal MOUs. Program checks in with youth and documents progress and assesses additional needs.</i></p>
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Evidence	Rating	
	<i>Rate only if program is funded to serve high risk youth.</i>	
	<input type="checkbox"/>	Skip
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
<input type="checkbox"/>	5	

11. [Depending on items identified in pre-visit review, visitor asks for clarification on two-three items from site's Minimum Quality Assessment or other submitted documentation.]

12. Are there any unusual circumstances today that I should be aware of during my visit? (e.g. staff absences, recent events, and venue changes)

C. INTERVIEW WITH YOUTH AT WORKSHOP (OPTIONAL)

Interviews should be conducted in a conversational style rather than highly structured. Conduct interviews with at least three youth. Ask some warm-up questions first such as name, grade, school attend, what made them interested in program and how heard about it

1. Tell me about your academic and career goals and steps for achieving them. How has (CBO) helped you to identify and reach these goals? (May refer to student's portfolio if available.)

2. What are your next steps that need to happen to reach your academic and career goals *after* you finish this program?

3. What are your plans for career and school after this work experience ends?

D. PORTFOLIO/YOUTH FILE REVIEW

I. INTENTIONAL SKILL BUILDING

Portfolios should minimally include the following: academic and career assessments and goals, transition plan, resume (if applicable) and case management goals (if applicable).

- Program has a youth file which includes application, paycheck stubs, confidential information.
- Program has portfolios for all youth which include master application, resume, referral list, outputs etc.

1. The program helps youth set personal academic goals and create realistic plans to achieve them.

Site Coordinator questions:

(If no portfolio/ or youth file or no assessments in portfolios) How do you assess academic needs and work with youth to set goals?

How often do you review goals and plans individually with youth?

Note: Assessments may be conducted using a standardized tool or through one-on-one discussion and review of academic reports.

<p>1</p> <p><i>There are no youth portfolios or files or if they exist they do not show any paperwork indicating assessment and goal planning.</i></p>	<p>3</p> <p><i>Some youth portfolios/files include academic assessment results and plans to achieve academic goals.</i></p>	<p>5</p> <p><i>All reviewed youth portfolios/files include academic assessment results and written goals with plans and progress and how program has/will support youth to achieve them. Staff conducts regular reviews of progress with youth.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

2. The program helps youth assess career interests, set career goals, and create realistic plans to achieve them.

Site Coordinator questions:

(If their portfolios/youth files are not kept or no assessments in portfolios/youth files) How do you assess career interests and work with youth to set goals?

How often do you review goals and plans individually with youth?

Note: Assessments may be conducted using a standardized tool or through one-on-one discussion and review of academic reports.

<p>1</p> <p><i>There is no youth portfolio or if it exists it does not show any paperwork indicating assessment and goal planning. Assessment is informal only (e.g. journals, discussion).</i></p>	<p>3</p> <p><i>Some youth portfolios include career interest assessments as well as written goals with plans and progress. Program may additionally encourage informal self-assessment (e.g., journals, discussion).</i></p>	<p>5</p> <p><i>All reviewed youth portfolios include career assessment results and written goals with plans and progress and how program has/will support youth to achieve them. Program may conduct post assessments as well. Staff conducts regular reviews of progress with youth.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

II. TRANSITION SUPPORT

1. Program ensures that all youth have a plan for how they will continue to pursue and achieve academic and career goals.

Program funded to serve high risk youth

Site Coordinator questions:

With which organizations do you have formal partner relationships for referrals?

Are there any youth need areas for which you do not yet have a good referral source?

Do you do transition planning? Is there a written plan?

(If there are no written transition plans) How do you prepare youth for continuing to pursue goals after their time in this program?

Score using the following if this program is not funded to serve high risk youth:

<p>1</p> <p><i>Transition is not discussed.</i></p>	<p>3</p> <p><i>Staff discuss transition plans with all youth. May provide referrals to other organizations in the community for resources youth may need.</i></p>	<p>5</p> <p><i>Staff create written transition plans with youth and document steps for continuing with educational and/or career advancement to achieve stated goals. Resources and supports are documented.</i></p>
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Score using the following if this program is funded to serve high risk youth:

<p>1</p> <p><i>Transition is not discussed or discussed in general in the program but is not documented in youth's portfolio.</i></p>	<p>3</p> <p><i>Staff create transition plans with youth and document steps for continuing with educational and/or career advancement to achieve stated goals. May provide referrals to other organizations in the community for resources youth may need.</i></p>	<p>5</p> <p><i>Staff creates formal written transition plans with youth and document steps for continuing with educational and/or career advancement to achieve stated goals. Program has an extensive list of community partners and youth are connected to additional needed resources. Supports provided for at least one year.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

E. OBSERVATION

II. PROGRAM OPERATIONS

1. Number of youth present:
2. Number of staff present:
3. What activities are rated on this form?
 - a)
 - b)
 - c)

III. PROGRAM ENVIRONMENT & SAFETY

The program space is safe, clean, and can be adapted for a variety of activities. Youth and staff interact in a friendly, respectful way.

1. There is enough space for the activities offered during the observation.		
1 <i>The program space is crowded. There is not room to move around comfortably.</i>	3 <i>Some program spaces are crowded, while others are not.</i>	5 <i>None of the program spaces are crowded. Youth and staff can move around comfortably.</i>
Evidence		Rating
		<input type="checkbox"/> 1
		<input type="checkbox"/> 2
		<input type="checkbox"/> 3
		<input type="checkbox"/> 4
<input type="checkbox"/> 5		
2. The program space is free of physical hazards. <i>(Space(s) include any areas that youth access regularly when participating in program activities)</i>		
1 <i>There are major hazards such as wet floors or exposed electrical wires or unlit entrance/exit.</i>	3 <i>There are minor safety hazards such as paper or other program materials on the floor, broken furniture or other minor environmental concerns.</i>	5 <i>There are no safety issues or hazards.</i>
Evidence		Rating <i>If there is an observed physical hazard that put youth at risk of injury, rate a 1 and elevate to grants director immediately.</i>
		<input type="checkbox"/> 1
		<input type="checkbox"/> 2
		<input type="checkbox"/> 3
		<input type="checkbox"/> 4
<input type="checkbox"/> 5		

3. Staff use effective strategies to focus youths' attention.
(e.g. hands up, call and response chants, Quiet Coyote)

<p>1</p> <p><i>Staff does not use group focus strategies OR strategies used are not effective.</i></p>	<p>3</p> <p><i>Staff use group focus strategies with mixed success at getting youths' attention.</i></p>	<p>5</p> <p><i>Staff use effective group focus strategies.</i></p>
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Evidence	Rating	
	<i>If youth are engaged during session, rate 5</i>	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
<input type="checkbox"/>	5	

4. Interactions between staff and youth are predominately positive.

<p>1</p> <p><i>Staff and youth are predominately negative with one another, using dismissive or sarcastic tones of voice, rolling their eyes, sighing loudly, etc.</i></p>	<p>3</p> <p><i>Staff and youth interact with one another in a generally positive fashion, (e.g. speaking in warm tones, making eye contact, smiling) but sometimes interact negatively.</i></p>	<p>5</p> <p><i>Nearly all interactions among staff and youth are positive, characterized by warm tones of voice, frequent eye contact, and smiles. Few to no negative interactions are observed.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Program Environment & Safety: Areas of Strength

Program Environment & Safety: Opportunities for Improvement

IV. PROMOTING DIVERSITY²

The program space, activities, and norms encourage inclusive attitudes and behaviors among staff and youth.

1. Activities are designed to deliberately mix youth to encourage youth to interact with peers from a variety of social groups.		
1 <i>Youth self-select into groups or activities OR youth are always in the same homogenous group.</i>	3 <i>Youth occasionally interact with a variety of peers OR such interactions are unstructured (e.g. talking in line while picking up snacks, sitting in a common space with minimal interaction).</i>	5 <i>Program activities provide intentional opportunities for youth to interact with a variety of peers (e.g. different clique, cross-age groups, partnering with peers of a different race or genders).</i>
Evidence		Rating <i>Rate "3" if not observed.</i>
		<input type="checkbox"/> 1
		<input type="checkbox"/> 2
		<input type="checkbox"/> 3
		<input type="checkbox"/> 4
		<input type="checkbox"/> 5
2. The program space, materials and content reflect the diversity of youth served.		
1 <i>The program space has no decorations/displays and very few materials (e.g. books, posters, CDs) that reflect youth served.</i>	3 <i>The program space has some decorations/displays and a limited number of materials (e.g. books, posters, CDs) that reflect youth served.</i>	5 <i>Nearly all of the program decorations and displays reflect a range of people and identity groups. Many materials reflect youth served.</i>
Evidence		Rating <i>Rate only for materials if space cannot be modified.</i>
		<input type="checkbox"/> 1
		<input type="checkbox"/> 2
		<input type="checkbox"/> 3
		<input type="checkbox"/> 4
		<input type="checkbox"/> 5

² This section contains the observable aspects of the Promoting Diversity, Access, Inclusion program quality domain.
DCYF Youth Workforce Development Site Visit Tool (May 2013)

3. Staff members model inclusive, tolerant, attitudes and behaviors.

<p>1</p> <p><i>Staff members do not counter others' derogatory or prejudicial language in the presence of youth.</i></p>	<p>3</p> <p><i>Staff members sometimes counter others' prejudicial language or behavior.</i></p>	<p>5</p> <p><i>Staff actively encourage tolerance and acceptance of others.</i></p>
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<p>Evidence</p>	<p>Rating</p> <p><i>Skip if no conflict observed.</i></p>	
	<input type="checkbox"/>	Skip
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Promoting Diversity: Areas of Strength

Promoting Diversity: Opportunities for Improvement

V. YOUTH DEVELOPMENT

Activities are designed and implemented with youth engagement in mind. Youth have meaningful input into activities and have multiple opportunities to play leadership roles within the program.

Supportive Environment

1. Staff address negative behaviors calmly and respectfully.			
<p>1</p> <p><i>Staff members rarely address negative behaviors OR address behaviors in an authoritarian manner by belittling or humiliating youth.</i></p>	<p>3</p> <p><i>Staff members address some, but not all negative behaviors. Staff usually react calmly and respectfully to negative behaviors they do address.</i></p>	<p>5</p> <p><i>Staff members address all negative behaviors in a calm, respectful way. Youth are not belittled or humiliated when they behave negatively.</i></p>	
<p>Evidence</p>		<p>Rating</p> <p><i>Rate "3" if not observed.</i></p>	
		<input type="checkbox"/>	<p>1</p>
		<input type="checkbox"/>	<p>2</p>
		<input type="checkbox"/>	<p>3</p>
		<input type="checkbox"/>	<p>4</p>
		<input type="checkbox"/>	<p>5</p>
2. Staff members encourage and support youth as they build skills.			
<p>1</p> <p><i>Staff do not challenge youth to take risks, and/or staff critique, or correct students that make mistakes in trying out new skills without explanation (e.g. 'That's wrong').</i></p>	<p>3</p> <p><i>Staff challenge some youth to take risks and/or staff critique, correct, or punish students that make mistakes with explanation ('That's incorrect because...').</i></p>	<p>5</p> <p><i>Staff challenge all youth to take risks, and staff support and encourage youth to accept mistakes as opportunities for new learning and encourage youth to continue to improve on their skills.</i></p>	
<p>Evidence</p>		<p>Rating</p>	
		<input type="checkbox"/>	<p>1</p>
		<input type="checkbox"/>	<p>2</p>
		<input type="checkbox"/>	<p>3</p>
		<input type="checkbox"/>	<p>4</p>
		<input type="checkbox"/>	<p>5</p>

Interaction

3. Staff are attentive to all youth throughout the session.			
<p>1</p> <p><i>Staff members are primarily inattentive to the group (e.g. leaving the room frequently for calls or conversations, reading a magazine, etc.).</i></p>	<p>3</p> <p><i>Staff members interact with some, but not all youth (e.g. sitting with one group only, talking with just a few kids).</i></p>	<p>5</p> <p><i>Staff members are involved with all youth throughout the session (e.g. circulating among groups, talking with all youth who have a question or comment).</i></p>	
<p>Evidence</p>		Rating	
		<input type="checkbox"/>	1
		<input type="checkbox"/>	2
		<input type="checkbox"/>	3
		<input type="checkbox"/>	4
		<input type="checkbox"/>	5

Engagement

4. Youth are engaged in the program session.			
<p>1</p> <p><i>Youth appear unmotivated to participate: they rarely respond to questions and do not engage with the activity or task. Staff frequently remind youth to stay on task OR allow many youth to sit idle.</i></p>	<p>3</p> <p><i>More than half of youth appear motivated to participate: most respond to questions and engage with the activity or task. Staff provide occasional reminders to stay focused; the majority of youth participate throughout.</i></p>	<p>5</p> <p><i>Nearly every youth appears motivated to participate. Staff provide few or no reminders to stay on task; nearly every youth participates throughout the session.</i></p>	
<p>Evidence</p>		Rating	
		<input type="checkbox"/>	1
		<input type="checkbox"/>	2
		<input type="checkbox"/>	3
		<input type="checkbox"/>	4
		<input type="checkbox"/>	5

5. Most of youths' time is spent actively while in the program.			
<p>1</p> <p><i>Youth spend a quarter or more of their time during the session waiting or watching (e.g. waiting for materials to be prepared, watching others do something, or waiting turns).</i></p>	<p>3</p> <p><i>Youth occasionally spend their time waiting or watching (e.g. 5-10 minutes at a time).</i></p>	<p>5</p> <p><i>Youth spend little to none of their time waiting or watching, and nearly all of their time actively (e.g. reading, writing, practicing, playing).</i></p>	
<p>Evidence</p>		Rating	
		<input type="checkbox"/>	1
		<input type="checkbox"/>	2
		<input type="checkbox"/>	3
		<input type="checkbox"/>	4
		<input type="checkbox"/>	5

Youth Development: Areas of Strength

Youth Development: Opportunities for Improvement

VI. INTENTIONAL SKILL BUILDING

Most program activities³ promote skill building by intentionally focusing on a specific skill, promoting successively higher levels of mastery, and allowing youth to present their work or perform for others.

1. Each session is focused on a specific skill, concept, or content area.			
<p>1</p> <p><i>Sessions are not clearly focused on a specific skill or content area.</i></p>	<p>3</p> <p><i>Sessions are focused on a specific skill or content area. Session components are somewhat related toward the learning target, but are not clearly linked (e.g. an icebreaker with no substantive relationship to the learning target).</i></p>	<p>5</p> <p><i>Sessions are focused on a specific skill or content area. Session components are closely linked to the learning target.</i></p>	
Evidence		Rating	
		<input type="checkbox"/>	1
		<input type="checkbox"/>	2
		<input type="checkbox"/>	3
		<input type="checkbox"/>	4
		<input type="checkbox"/>	5
2. Sessions incorporate de-briefs ⁴ and checks for understanding.			
<p>1</p> <p><i>There are no de-briefing opportunities or checks for understanding used in the session.</i></p>	<p>3</p> <p><i>Some de-briefing techniques and checks for understanding are used.</i></p>	<p>5</p> <p><i>De-briefing and checks for understanding are used throughout the session.</i></p>	
Evidence		Rating	
		<input type="checkbox"/>	1
		<input type="checkbox"/>	2
		<input type="checkbox"/>	3
		<input type="checkbox"/>	4
		<input type="checkbox"/>	5

³ Does not include purely recreational activities, informal program times, or transition times.

⁴ Debriefing is any intentional and structured periods during the session where youth are given opportunities to talk about what they have learned or what they have been doing.

3. Active learning principles are incorporated into activities.			
<p>1</p> <p><i>Sessions are lecture only. No materials are provided for a hands-on component that allows youth to engage in in-depth investigations with objects, materials, events, and ideas.</i></p>	<p>3</p> <p><i>Materials are provided for hands-on investigation, but there are no clear links to abstract concepts.</i></p>	<p>5</p> <p><i>Sessions are a mix of hands-on investigation with objects, materials, and adult directed instruction, linking hands-on investigation with abstract concepts.</i></p>	
<p>Evidence</p>		<p>Rating</p> <p><i>Rate 1 if program does not have enrichment activities.</i></p>	
		<input type="checkbox"/>	<p>1</p>
		<input type="checkbox"/>	<p>2</p>
		<input type="checkbox"/>	<p>3</p>
		<input type="checkbox"/>	<p>4</p>
		<input type="checkbox"/>	<p>5</p>
4. Youth have the opportunity to build critical thinking skills.			
<p>1</p> <p><i>Staff are not observed to encourage critical thinking by asking open-ended questions.</i></p>	<p>3</p> <p><i>Staff sometimes ask open-ended questions and encourage youth to extend upon their answers and to draw conclusions.</i></p>	<p>5</p> <p><i>Staff regularly ask open-ended questions and encourage youth to extend upon their answers and to draw conclusions.</i></p>	
<p>Evidence</p>		<p>Rating</p>	
		<input type="checkbox"/>	<p>1</p>
		<input type="checkbox"/>	<p>2</p>
		<input type="checkbox"/>	<p>3</p>
		<input type="checkbox"/>	<p>4</p>
		<input type="checkbox"/>	<p>5</p>

5. Program supports youth in developing independent living skills, including computer literacy.

Site Coordinator questions:

Do you train youth on using computers? Any specific software? How do you use the computers in the program?

What links are set up for youth to access? (ask to see these)

<p>1</p> <p><i>There are no computers at the workshop site or they are not functioning properly or not linked to the internet. No formal instruction provided.</i></p>	<p>3</p> <p><i>Functioning computer lab with access to internet. Some instruction or orientation on use of computers for personal and business use.</i></p>	<p>5</p> <p><i>Functioning computer lab with access to internet. Program demonstrates intentionality of use of computers (e.g., to prepare resumes, do job or college search). Adults are available for support and instruction.</i></p>
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Evidence	Rating	
	<input type="checkbox"/>	1
	<input type="checkbox"/>	2
	<input type="checkbox"/>	3
	<input type="checkbox"/>	4
	<input type="checkbox"/>	5

Intentional Skill Building: Areas of Strength

Intentional Skill Building: Opportunities for Improvement

EMPLOYER ENGAGEMENT

2. Did (CBO) provide enough preparation and training to your organization to prepare you to supervise their youth before their employment/internship began?

<p>1</p> <p><i>Not enough preparation provided. (e.g., does not feel prepared to work with youth/high risk youth)</i></p>	<p>3</p> <p><i>A somewhat adequate level of preparation</i></p>	<p>5</p> <p><i>High level of preparation provided (e.g., was provided with information, strategies and supports to work with youth)</i></p>
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Supervisor questions:

Did CBO prove an orientation or training about their program and their youth?

Did the program gather information from you about the type of work you were offering and the potential best fit of youth?

What additional support could (CBO) have provided?

Evidence

Rating

Skip if program place youth internally.

<input type="checkbox"/>	Skip
<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

3. Has (CBO) been providing enough support now that you are working with (employed youth). Do they conduct site visits (or if in-house placement What level of support does agency provide you)? Are they available to address problems or answer questions?

1
*Not enough support is provided.
 (CBO is not accessible for questions)*

3
A somewhat adequate level of support is provided (CBO is available but does not initiate much contact)

5
High level of support provided (CBO is accessible for assistance, checks in with employer, has conducted at least one site visit)

Supervisor questions:

What additional support could (CBO) provide?

Evidence

Rating
Skip if program place youth internally.

<input type="checkbox"/>	Skip
<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

Employer Engagement: Areas of Strength

Employer Engagement: Opportunities for Improvement

AREAS OF STRENGTH & OPPORTUNITIES FOR IMPROVEMENT OVERALL

Areas of Strength

Opportunities for Improvement