

# 2010-11 Oakland After School Evaluation Team Site Visit Report

## Youth Program Quality Assessment

### About This Report

This report summarizes the visit conducted at your site as part of the annual after school programs evaluation. Your visitor used the Youth Program Quality Assessment (YPQA), a research-validated observation tool used in youth development programs around the country.

The first section includes summary information about your program based on information collected during the visit. The second page includes item-by-item scores in each of the five dimensions of the tool.

- Sites that score 25% or greater '5' ratings are considered "high performing"
- Sites that score 25% or greater '1' ratings are considered "in need of support"

**Program Name:** PLACE at Prescott

**Activities Observed:** Gardening, Art, TurboKick, Intervention

**Date(s) of Observation:** 3/24/2011

**Site Visitor:** Asali

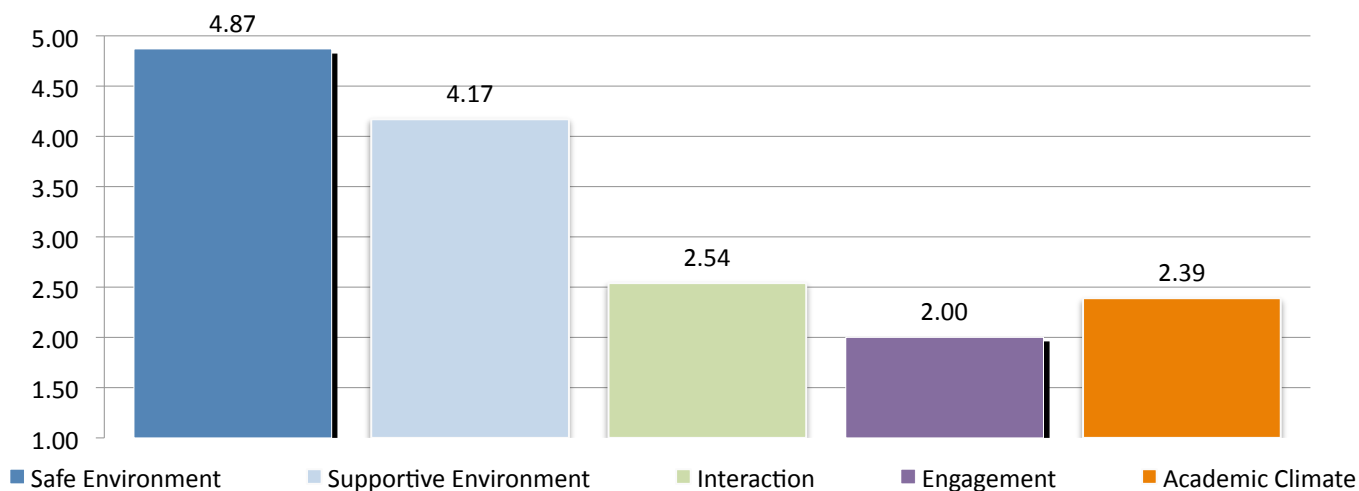
#### Program Strengths:

Staff were attentive to the emotional needs of students. Emergency procedures, fire extinguishers and first aid kits were visible in most classrooms. The site was well supervised by staff and an SSO. In the classroom, the instructors encourage all youth to build new skills. Staff responded immediately to student conflicts. They supported students with resolving problems and examining the relationship between their actions and consequences. There were opportunities for students to work as a class, individually and with a partner.

#### Areas of Improvement:

Instruction needed more scaffolding (breaking tasks down into smaller chunks), frontloading of new vocabulary, making the day's learning objectives more explicit, and modeling the expected outcomes for the finished product. Student engagement by staff was focused on finishing the task rather than eliciting student reflection about the activity. There were no structured opportunities for students to present or reflect on their work, the activity and new learning.

### Domain Scores



## Summary Report of Domain Scores

<b>Safe Environment - After school program is physically and emotionally safe for youth.</b>	<b>4.87</b>
A. Cultural Competency	5.00
B. Physical Environment	5.00
C. Emergency / Safety Procedures	4.33
D. Program Space & Materials	5.00
E. Food and Drink	5.00
<b>Supportive Environment - Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques.</b>	<b>4.17</b>
F. Staff provide a welcoming atmosphere.	4.33
G. Session flow is planned, presented, and paced for youth.	4.20
H. Activities support active engagement.	3.50
I. Staff support youth in building new skills.	5.00
J. Staff support youth with encouragement.	3.00
K. Staff use youth-centered approaches to reframe conflict.	5.00
<b>Interaction - Youth have the opportunity to develop a sense of belonging and to build their leadership skills.</b>	<b>2.54</b>
L. Youth have opportunities to develop a sense of belonging.	3.50
M. Youth have opportunities to participate in small groups.	3.00
N. Youth have opportunities to act as group facilitators and mentors.	1.67
O. Youth have opportunities to partner with adults.	2.00
<b>Engagement - Activities youth-centered and offer participants to chance to make plans and reflect on their progress.</b>	<b>2.00</b>
P. Youth have opportunities to set goals and make plans.	3.00
Q. Youth have opportunities to make choices based on their interests.	2.00
R. Youth have opportunities to reflect.	1.00
<b>Overall Score (excluding Academic Climate)</b>	<b>3.40</b>
<b>Academic Climate - Youth are supported in the development of specific skills and staff provide opportunities for intentionally linking content with youths' prior knowledge. (For programs that offer academic activities only.)</b>	
I. Youth are supported in the development of specific academic skills.	3.00
II. Staff support individual learners	2.50
III. Staff provides support for linking academic content to youths' prior knowledge.	1.67

## Summary Report of 1 and 5 Ratings

	% of 1 ratings	% of 5 ratings
<b>Overall</b>	<b>21%</b>	<b>49%</b>
I. Safe Environment	0%	89%
II. Supportive Environment	10%	67%
III. Interaction	33%	17%
IV. Engagement	63%	0%
V. Academic Climate	40%	10%

# Detailed Report

<b>I. Safe Environment</b>	<b>4.87</b>
<b>A. Cultural Competency</b>	<b>5.00</b>
1. Positive emotional climate	5.00
2. No evidence of bias among youth (religion, ethnicity, etc.)	5.00
<b>B. Physical Environment</b>	<b>5.00</b>
1. Health and safety	5.00
2. Sanitation	5.00
3. Ventilation and lighting	5.00
4. Temperature	5.00
<b>C. Emergency / Safety Procedures</b>	<b>4.33</b>
1. Emergency procedures	3.00
2. Fire extinguisher	5.00
3. First aid kit	3.00
4. Specialized emergency equipment is available	5.00
5. Access to indoor spaces is supervised	5.00
6. Access to outdoor spaces is supervised	5.00
<b>D. Program Space &amp; Materials</b>	<b>5.00</b>
1. Sufficient space	5.00
2. Suitable space	5.00
3. Furniture	5.00
4. Space can be modified for activities	5.00
<b>E. Food and Drink</b>	<b>5.00</b>
1. Drinking water	5.00
2. Available food and drinks	5.00
3. Healthy food and drinks	5.00
<b>II. Supportive Environment</b>	<b>4.17</b>
<b>F. Staff provide a welcoming atmosphere.</b>	<b>4.33</b>
1. Staff greet youth	3.00
2. Staff tone of voice and language	5.00
3. Staff smile, use friendly gestures, make eye contact	5.00
<b>G. Session flow is planned, presented, and paced for youth.</b>	<b>4.20</b>
1. Start and end on time	5.00
2. Materials and supplies ready	5.00
3. Enough materials and supplies for all youth	5.00
4. Staff explain activities clearly	3.00
5. Appropriate time for activities	3.00
<b>H. Activities support active engagement.</b>	<b>3.50</b>
1. Youth engage with materials or ideas	5.00
2. Tangible products or performances	5.00
3. Youth talk about what they are doing	1.00
4. Balance concrete and abstract	3.00
<b>I. Staff support youth in building new skills.</b>	<b>5.00</b>
1. Youth encouraged to try new skills	5.00
2. Mistakes allowed	5.00
<b>J. Staff support youth with encouragement.</b>	<b>3.00</b>
1. Staff actively involved with youth	5.00
2. Staff use specific, nonevaluative language	3.00
3. Open-ended questions	1.00
<b>K. Staff use youth-centered approaches to reframe conflict.</b>	<b>5.00</b>
1. Staff approach conflict in a nonthreatening manner	5.00
2. Staff seek input from youth to determine cause and solution	5.00
3. Youth encouraged to think about consequences of their actions	5.00
4. Staff acknowledge conflicts and follow up	5.00

<b>III. Interaction</b>	<b>2.54</b>
<b>L. Youth have opportunities to develop a sense of belonging.</b>	<b>3.50</b>
1. Get to know each other	3.00
2. Inclusive relationships	5.00
3. Youth identify with program offering	5.00
4. Publicly acknowledge achievements	1.00
<b>M. Youth have opportunities to participate in small groups.</b>	<b>3.00</b>
1. Groupings	3.00
2. Ways to form small groups	3.00
3. Groups have purpose and cooperation	3.00
<b>N. Youth have opportunities to act as group facilitators and mentors.</b>	<b>1.67</b>
1. Group-process skills	3.00
2. Opportunities to mentor	1.00
3. Opportunities to lead a group	1.00
<b>O. Youth have opportunities to partner with adults.</b>	<b>2.00</b>
1. Staff share control with youth	1.00
2. Staff provide an explanation	3.00
<b>IV. Engagement</b>	<b>2.00</b>
<b>P. Youth have opportunities to set goals and make plans.</b>	<b>3.00</b>
1. Plans for projects and activities	3.00
2. Planning strategies	3.00
<b>Q. Youth have opportunities to make choices based on their interests.</b>	<b>2.00</b>
1. Content choices	3.00
2. Process choices	1.00
<b>R. Youth have opportunities to reflect.</b>	<b>1.00</b>
1. Youth reflect on what they are doing	1.00
2. Youth reflect in multiple ways	1.00
3. Youth make presentations	1.00
4. Youth give feedback on the activities	1.00
<b>V. Academic Climate</b>	<b>2.39</b>
<b>I. Youth are supported in the development of specific academic skills.</b>	<b>3.00</b>
1. Intentional opportunities for academic skills	5.00
Staff mention Learning Targets that are clearly linked to activity	1.00
3. Staff encourage to analyze, evaluate, etc.	3.00
<b>II. Staff support individual learners</b>	<b>2.50</b>
1. Instances with different youth in which staff-youth conversation includes substantive dialogue	1.00
2. Staff break down difficult tasks into simpler, manageable tasks for all youth	3.00
3. Staff presents content using more than 2 modalities	3.00
4. Activities are appropriately challenging	3.00
<b>III. Staff provides support for linking academic content to youths' prior knowledge.</b>	<b>1.67</b>
1. Staff frequently ask questions that help youth make connections between prior sessions	1.00
2. Staff frequently ask questions that help youth make connections between school day learning	1.00
3. Staff frequently ask questions that help youth make connections between personal experience	3.00