

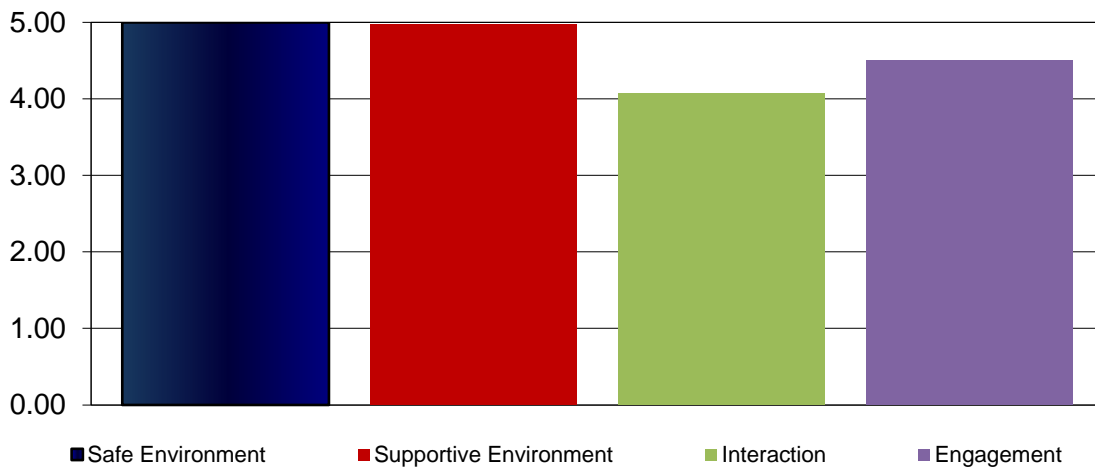
Scores Report

PBC-PQA Form A

Organization: Center for Creative Education

Observation Dates: 07/13/2015, 07/20/2015

Form A Domains



Organization: Center for Creative Education
Observation Dates: 07/13/2015, 07/20/2015

Form A Scale Score	4.63
I. Safe Environment	5.00
A. Cultural Competence	5.00
B. Physical Environment	x
C. Emergency / Safety Procedures	5.00
D. Program Space & Materials	x
E. Food and Drink	x
II. Supportive Environment	4.97
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for youth.	4.80
H. Staff effectively maintain clear limits.	5.00
I. Activities support active engagement.	5.00
J. Staff support youth in building new skills.	5.00
K. Staff support youth with encouragement.	5.00
L. Staff encourage youth to manage feelings and resolve conflicts appropriately.	x
III. Interaction	4.07
M. Youth have opportunities to develop a sense of belonging.	4.50
N. Youth have opportunities to participate in cooperative groups.	2.33
O. Youth have opportunities to act as group facilitators and mentors.	4.00
P. Youth have opportunities to partner with adults.	4.50
Q. Youth have opportunities to develop positive peer relationships.	5.00
IV. Engagement	4.50
R. Youth have opportunities to plan.	4.00
S. Youth have opportunities to make choices based on their interests.	5.00
T. Youth have opportunities to reflect.	4.50

Detailed Report

Organization: Center for Creative Education

Observation Dates: 07/13/2015, 07/20/2015

I. Safe Environment	5.00
A. Cultural Competence	5.00
(I-A1) Staff shows respect for and inclusion of others regardless of religion, ethnicity, class, gender, ability, appearance or sexual orientation, and there is no evidence of bias.	5.00
(I-A2) Any evidence of bias (e.g. slurs, put downs, exclusion, etc.) among youth based on religion, ethnicity, class, gender, ability, appearance, or sexual orientation is addressed by staff (or there is no such evidence of bias).	5.00
B. Physical Environment	X
(I-B1) The program space is free of health and safety hazards (no evidence of broken equipment, wobbly furniture, or toxic materials).	X
(I-B2) The program space is clean and sanitary (floors are swept, tables are clean)	X
(I-B3) Ventilation and lighting are adequate in the program space.	X
(I-B4) The temperature is comfortable for all activities in the program space.	X
C. Emergency / Safety Procedures	5.00
(I-C1) Written emergency procedures are posted in plain view.	X
(I-C2) At least one fire extinguisher is accessible from the program space (in room or close by such as in the hallway).	X
(I-C3) At least one complete first-aid kit is accessible from the program space.	X
(I-C4) All entrances to the indoor program space are supervised for security during program hours (can include electronic security system).	X
(I-C5) All young people are checked in and out of the program.	X
(I-C6) Youth are supervised at all times.	5.00
D. Program Space & Materials	X
(I-D1) There is ample program space to carry out activities.	X
(I-D2) Program space is suitable for all activities offered (e.g., if athletic activities are offered, then program space supports this).	X
(I-D3) Furniture is comfortable and of sufficient quantity for all youth participants across program offerings.	X
(I-D4) Outdoor program space is ample for youth and adults to move freely while carrying out various activities.	X
E. Food and Drink	X
(I-E1) Drinking water is available and easily accessible to all youth.	X
(I-E2) Food and drinks are plentiful and available at appropriate times for all youth at the program.	X
(I-E3) At least two of the food choices are healthy (e.g., there are vegetables, fresh fruit, and/or real juice).	X
II. Supportive Environment	4.97
F. Staff provide a welcoming atmosphere.	5.00
(II-F1) All youth are greeted by staff as they arrive or at the start of the session.	5.00
(II-F2) During activities, staff mainly use a warm tone of voice and respectful language.	5.00

(II-F3) During activities, staff generally smile, use friendly gestures, and make eye contact.	5.00
(II-F4) The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or youth.	5.00
G. Session flow is planned, presented, and paced for youth.	4.80
(II-G1) Staff start and end session within 10 minutes of scheduled time.	5.00
(II-G2) Staff have all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	5.00
(II-G3) There are enough materials and supplies prepared for all youth to begin activities.	5.00
(II-G4) Staff explain all activities clearly (e.g., youth appear to understand directions; sequence of events and purpose are clear).	4.00
(II-G5) There is an appropriate amount of time for all of the activities (e.g., youth do not appear rushed, frustrated, bored, or distracted; most youth finish activities).	5.00
H. Staff effectively maintain clear limits.	5.00
(II-H1) Staff communicate clear limits and rules.	5.00
(II-H2) Staff consistently reinforce stated limits and rules.	5.00
(II-H3) Staff effectively deal with direct and indirect incidents of bullying and intimidation.	x
I. Activities support active engagement.	5.00
(II-I1) The bulk of the activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill through guided practice.	5.00
(II-I2) The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth.	5.00
(II-I3) Staff provide all youth one or more opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	5.00
(II-I4) The activities balance concrete experiences involving materials, people, and projects (e.g., field trips, experiments, interviews, service trips, creative writing) with abstract concepts (e.g., lectures, diagrams, formulas).	5.00
J. Staff support youth in building new skills.	5.00
(II-J1) All youth are encouraged to try out new skills or attempt higher levels of performance.	5.00
(II-J2) All youth who try out new skills receive support from staff despite imperfect results, errors, or failure; staff allow youth to learn from and correct their own mistakes and encourage youth to keep trying to improve their skills.	5.00
(II-J3) Staff tell youth a specific learning or skill building focus and the focus is clearly linked to the activity.	5.00
(II-J4) Staff breaks difficult task(s) into smaller, simpler steps for all youth.	5.00
K. Staff support youth with encouragement.	5.00
(II-K1) During activities, staff are almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small groups).	5.00
(II-K2) Staff support at least some contributions or accomplishments of youth by acknowledging what they have said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community." "I can tell from the audience response that you put a lot of thought into the flow of your video").	5.00
(II-K3) Staff make frequent use of open-ended questions (e.g., staff ask open-ended questions throughout the activity and questions are related to the context).	5.00
L. Staff encourage youth to manage feelings and resolve conflicts appropriately.	x
(II-L1) Every time there is a conflict or an incident involving strong feelings, staff ask about and/or acknowledge the feelings of the youth involved.	x

(II-L2) When strong feelings are involved, staff consistently help youth respond appropriately (e.g., staff encourage youth to brainstorm possible solutions, take time to “cool off,” find an appropriate physical outlet, etc.)	x
(II-L3) In a conflict situation, adults ask the youth what happened.	x
(II-L4) As conflicts or incidents involving strong feelings occur, staff ask youth for possible solutions and encourage them to choose one.	x
III. Interaction	4.07
M. Youth have opportunities to develop a sense of belonging.	4.50
(III-M1) Staff provides structured opportunities for youth to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).	4.00
(III-M2) Youth exhibit predominately inclusive relationships with all in the program offering, including newcomers.	5.00
(III-M3) Youth strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as “our program,” engage in shared traditions such as shared jokes, songs, gestures).	4.00
(III-M4) Staff provides structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work or contributions of some youth.	5.00
N. Youth have opportunities to participate in cooperative groups.	2.33
(III-N1) Staff provides opportunities for all youth to work in cooperative groups.	3.00
(III-N2) Staff provides opportunities for all youth to participate in activities with interdependent roles.	2.00
(III-N3) Cooperative groups have a purpose (i.e., goals or tasks to accomplish), and all group members cooperate in accomplishing it.	2.00
O. Youth have opportunities to act as group facilitators and mentors.	4.00
(III-O1) All youth have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part).	5.00
(III-O2) Staff provides opportunities for youth to help an individual (e.g., teach or coach another).	4.00
(III-O3) Staff provides structured opportunities for youth to lead a group (e.g., teach others; lead a discussion, song, project, event, outing, or other activity).	3.00
P. Youth have opportunities to partner with adults.	4.50
(III-P1) Staff share control of most activities with youth, providing guidance and facilitation while retaining overall responsibility	5.00
(III-P2) Staff always provide an explanation for expectations, guidelines, or directions given to youth.	4.00
Q. Youth have opportunities to develop positive peer relationships.	5.00
(III-Q1) Youth mainly use a warm tone of voice and use respectful language with each other.	5.00
(III-Q2) Youth mainly smile, use friendly gestures, and make eye contact with each other.	5.00
IV. Engagement	4.50
R. Youth have opportunities to make plans.	4.00
(IV-R1) Staff creates an opportunity for all youth to make plans.	5.00
(IV-R2) Staff uses two or more strategies to support youth's planning.	3.00
(IV-R3) Staff encourages youth to share their plans and represent their plans in a tangible way, writing, diagram, etc. (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event, etc.)	4.00
S. Youth have opportunities to make choices based on their interests.	5.00

(IV-S1) Staff provides youth the opportunity to make at least one open-ended content choice within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics, or aspects of a given topic).	5.00
(IV-S2) Staff provides youth the opportunity to make at least one open-ended process choice (e.g., youth decide roles, order of activities, tools or materials, or how to present results).	5.00
T. Youth have opportunities to reflect.	4.50
(IV-T1) Staff engages all youth in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience).	5.00
(IV-T2) Staff uses 2 or more strategies to encourage youth to share what they have done and reflect on their experiences. (e.g., writing, role play, using media or technology, drawing).	3.00
(IV-T3) Staff provides a structured opportunity for all youth or representatives of groups to make presentations in this offering.	5.00
(IV-T4) Staff initiate structured opportunities for youth to give feedback on the activities (e.g., staff ask feedback questions, provide session evaluations).	5.00