

OREGON YPQA Form A Summary

I. SAFE ENVIRONMENT	II. SUPPORTIVE ENVIRONMENT (continued)	III. INTERACTION (continued)
Emotional Safety	Active Engagement	Adult Partners
1. Positive emotional climate	1. Youth engage with materials or ideas	1. Staff shares control with youth
2. Lack of bias	2. Youth talk about activities	2. Expectations explained
Healthy Environment	3. Balance concrete and abstract activities	IV. ENGAGEMENT
1. Free of health and safety hazards	4. Tangible products or performances	Planning
2. Clean and Sanitary	Skill-Building	1. Opportunities to make plans
3. Adequate ventilation and lighting	1. Learning focus linked to activity	2. Multiple planning strategies used
4. Comfortable temperature	2. Staff encourages youth to try skills	3. Staff provides support for youth planning
Emergency Preparedness	3. Staff models skills	Choice
1. Posted emergency procedures	4. Staff breaks down tasks	1. Content alternatives
2. Accessible fire extinguisher	5. Support for struggling youth	2. Process alternatives
3. Visible first-aid kit	6. Staff monitors appropriate challenge	Reflection
4. Appropriate safety equipment	Encouragement	1. Intentional reflection
5. Supervised indoor entrances	1. Staff uses non-evaluative language	2. Multiple reflection strategies used
6. Supervised access to outdoors	2. Staff asks open-ended questions	3. Structured opportunity to provide feedback
7. All youth supervised	3. Staff is actively involved	4. Staff provides opportunities for youth to make presentations to whole group
Accommodating Environment	Reframing Conflict	5. Staff provides support for reflection
1. Sufficient Space	1. Staff approach calmly	V. ACADEMIC SKILL-BUILDING
2. Suitable Space	2. Staff seek input from youth	Targeted Learning
3. Enough comfortable furniture	3. Relationship between actions and consequences	1. Learning objectives linked to activities
4. Flexible physical environment	4. Staff follow up	2. Staff make connections to school day learning
Nourishment	III. INTERACTION	3. The session includes opportunities to build or improve academic skills.
1. Available drinking water	Belonging	4. Staff describes a specific way to practice skill-building outside of the session
2. Plentiful food and drink	1. Opportunities for youth to get to know each other	Learning Strategies
3. Nutritious food and drink	2. Inclusive relationships	1. Staff supports youth to learn how to improve.
II. SUPPORTIVE ENVIRONMENT	3. Youth identify with program	2. Staff has youth identify a learning strategy
Warm Welcome	4. Public acknowledgement of achievements	3. Staff attributes success to youth process
1. Youth greeted	5. Intentional opportunities for youth to share family culture	
2. Staff warm and respectful	Collaboration	
3. Positive staff body language	1. Opportunities to work collaboratively	
4. Family members greeted if present	2. Interdependent roles	
Session Flow	3. Shared goals	
1. Starts and ends on time	Leadership	
2. Materials ready	1. Practice group process skills	
3. Sufficient materials	2. Mentoring opportunities	
4. Explains activities clearly	3. All youth lead	
5. Appropriate time for activities		