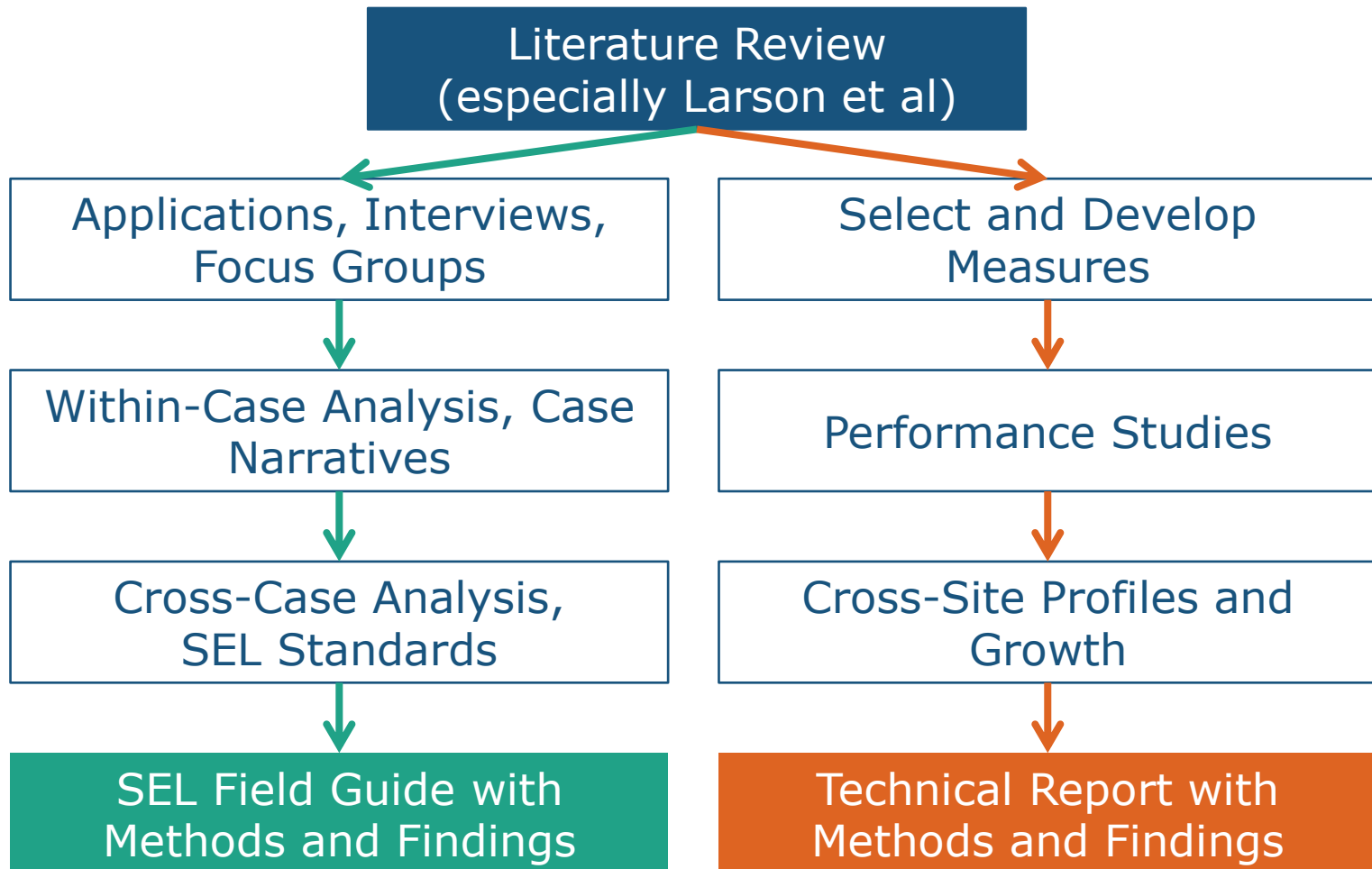


Project Phases



Performance Measurement

- Drill down to item to get to the lowest level of abstraction
- Identify subgroups using multiple indicators

RESPONSIBILITY

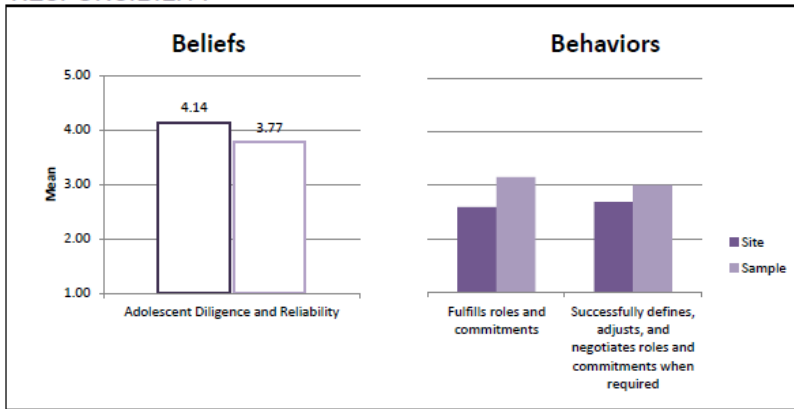
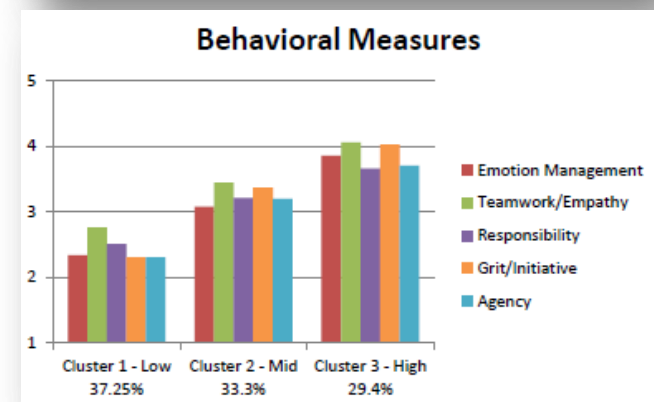
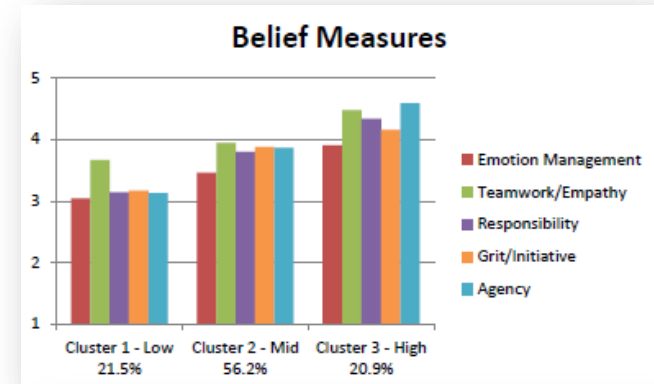


Table 5. Responsibility Behavior Scales

Prompt: Thinking of your experience with this youth in this program, how often does he/she:	Site	Sample
	(N = 13)	(N = 153)
Fulfills roles and commitments	2.59	3.15
Fulfills OST-task role with minimal supervision	2.77	3.27
Works toward mastery or excellence in fulfilling the role (e.g., better than compliance)	2.62	3.07
Acknowledges mistakes and is willing to address mistakes through action	2.54	3.32
Volunteers for additional tasks beyond the assigned role to further group goals	2.46	2.93
Successfully defines, adjusts, and negotiates roles and commitments when required	2.69	3.00
Makes suggestions that would improve the role or overall OST task	2.69	3.18
Seeks timely help from other youth or staff when roles become too challenging	2.54	2.96
Negotiates with staff to adjust expectations for redefined commitments and deadlines	2.85	2.87

Data Source: Staff Rating of Youth Behavior



Practice Standards

Criteria:

- Appear across the Challenge offerings
- Were described as important by the expert practitioners
- Were supported in the evidence base

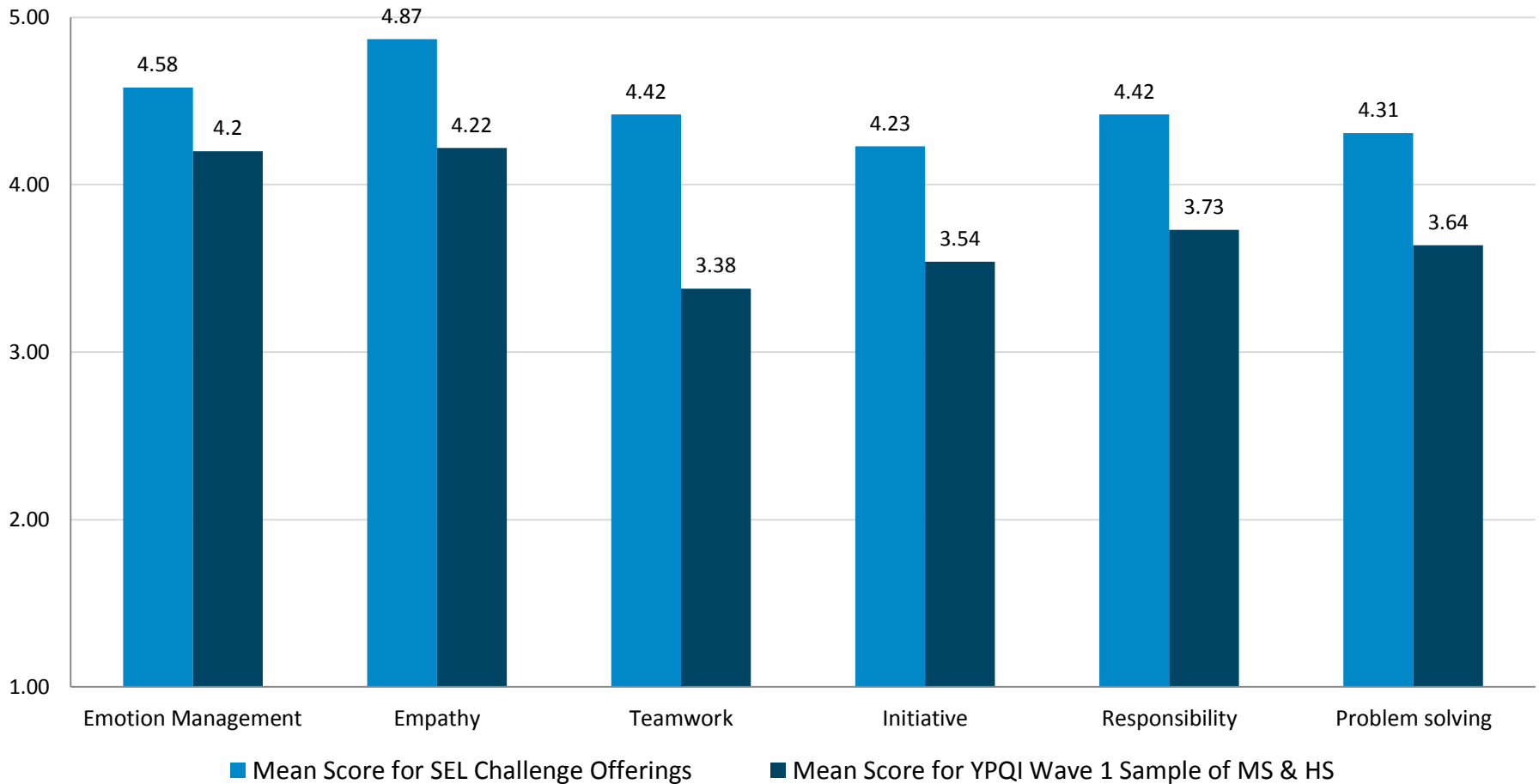
Example:

- Modeling Emotion Management

Standard	Practice Indicators
Staff model healthy emotion strategies within the context of caring, mutually respectful relationships with youth.	(EM8) Staff model healthy emotion strategies such as: a) active listening, remaining calm during intense episodes, and using problem-solving methods; b) communicating effectively and honestly about emotions (including their own); c) respectfully acknowledging and validating emotions in others.

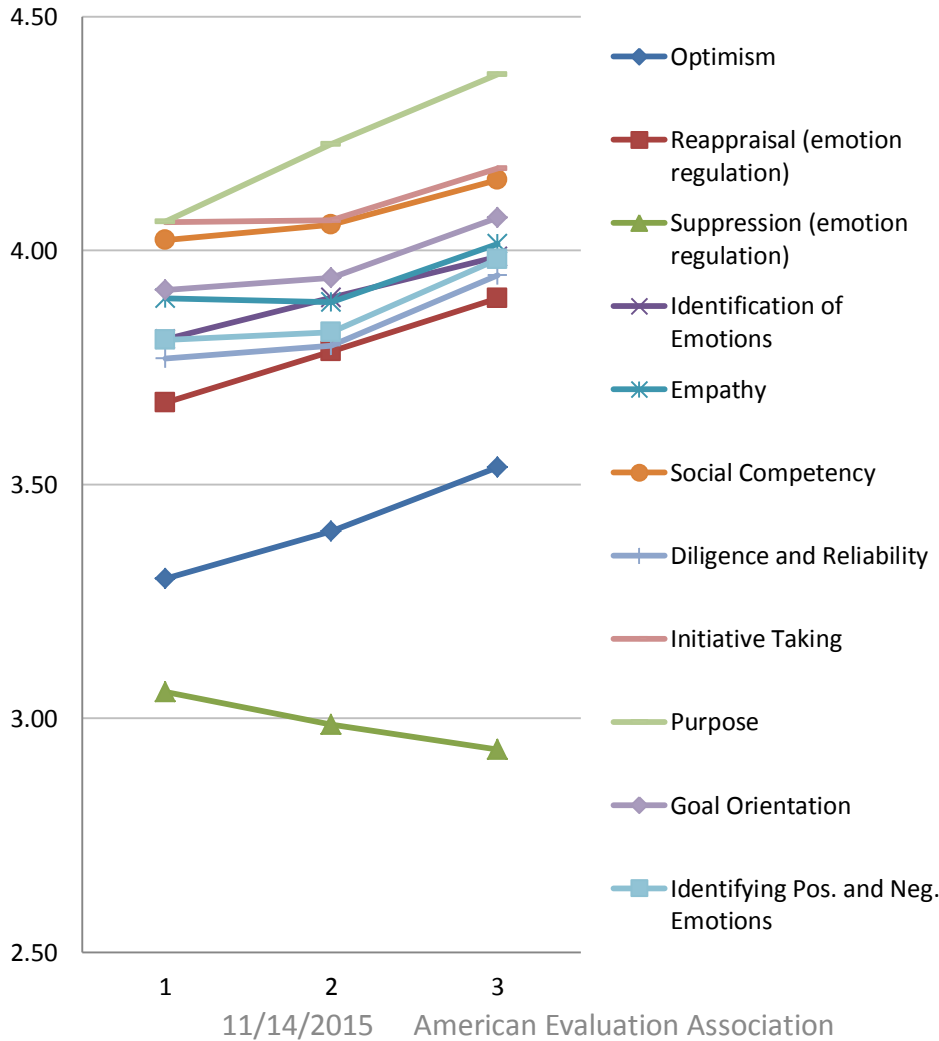
Instructional Quality

SEL Challenge Program Quality Scores Compared to YPQI Study Sample



Growth in SEL Skills and Beliefs

Youth Belief Survey
at Time 1, Time 2 & Time 3



Staff Rating of Youth Behavior
at Time 1, Time 2 & Time 3

