



Summer 2025

Hero Camps Programming

Evaluation Report

FALL 2025

PREPARED BY ENGAGE WITH DATA

Amanda Klein-Cox
Emma Schneider

ENGAGE
with
DATA



Summer 2025 Hero Camps Evaluation



EXECUTIVE SUMMARY

Perfectly Me contracted with Engage with Data in Summer 2025 to evaluate the organization's summer Hero Camps programming across three locations in the Baltimore region. The **Bon Secours Community Resource Center (CRC)** and **Community Assistance Network (CAN)** were grant-funded and were of no cost to families. The third site, **Roland Park Country School (RPCS)**, and was held at an independent school and funded through enrollment fees from families.

The portfolio of Perfectly Me Hero Camps includes five distinct camp models tailored to meet campers' diverse interests and needs, such as sports, science, technology, or creative arts. All Hero Camps are grounded in the Perfectly Me Super Values and approach to youth and character development: kindness, respect, community mindedness, responsibility, teamwork, empathy, and resilience. Hero Camps programming was consistent across sites.

METHODS

Results from two data sources – **family surveys** and an **on-site observation** – are reported below.

SURVEYS

Families were asked to complete a survey for each child who had participated in two or more weeks of programming ("eligible campers"). The survey asked families about the likelihood that their children's actions and behaviors would reflect the organization's SuperValues, after participating in camp. The survey also asked families to rate their satisfaction with their child's camp experience and if they would recommend Hero Camps to other families.

A total of 36 responses were received across three sites, for an overall response rate of 23.4%.

Camp Site	Total Camp Attendance	Number of Eligible Campers	Surveys Received	Response Rate
Bon Secours (CRC)	50	50	21	42.0%
Community Assistance Network (CAN)	15	15	5	33.3%
Roland Park Country School (RPCS)	331	89	10	11.2%
ALL SITES	396	154	36	23.4%

FINDINGS

A summary of the survey questions are presented below. **Across sites, over 97% of families felt that their children "Always" or "Often" reflected the behaviors and SuperValues reflected in the survey questions.**



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Percent selecting "Always" or "Often"	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	ALL SITES (n = 36)
Considers other people's feelings	100.0%	100.0%	90.0%	97.2%
Likes helping other people	100.0%	100.0%	100.0%	100.0%
Treats others the way they want to be treated	100.0%	100.0%	90.0%	97.2%
Takes steps to make new friends	95.2%	100.0%	100.0%	97.2%
Gets along well with others	100.0%	100.0%	100.0%	100.0%
Is good at solving conflicts with others	95.2%	100.0%	90.0%	94.4%
Makes good choices about their behavior	95.2%	100.0%	90.0%	94.4%
Is good at waiting for what they want	90.5%	100.0%	90.0%	91.7%
Likes learning about other people/places	95.3%	100.0%	100.0%	97.2%
Is willing to try new things	100.0%	100.0%	100.0%	100.0%
Likes to make new things, like art, stories, or music	100.0%	100.0%	100.0%	100.0%
Thanks other people when they help or support them	100.0%	100.0%	100.0%	100.0%
Makes efforts to help out at home	100.0%	100.0%	90.0%	97.2%
Thinks about how they can do good in their community	95.2%	100.0%	100.0%	97.2%
AVERAGE	97.6%	100.0%	95.7%	97.4%

PROGRAM SATISFACTION

All respondents were either satisfied or very satisfied with their child's Hero Camps experience, with over 97% of families selecting "Very Satisfied." All families would recommend Hero Camps to another family.

"My children have truly enjoyed their time at Hero Camps. Each program has been engaging, well-organized, and filled with activities that inspire teamwork, creativity, and resilience. They always come home excited to share what they've learned and experienced. Hero Camps have not only given them memorable summer adventures but also helped them grow in confidence and character."



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SITE OBSERVATION

A site visit at RPCS was conducted on July 23, 2025 to observe the Hero Camps programming. The observation lasted approximately two and a half hours. The Summer Learning Program Quality Assessment (SLPQA) from The Forum for Youth Investment was used to assess what was observed. Each indicator on the rubric was scored as a 1, 3, or 5, with 5 being the optimal score.

Overall, Hero Camps were rated an average of 4.8 out of 5, suggesting a high level of program quality. The chart below shows the average score for each category of indicators.

Hero Camps had warm and positive climates, and staff clearly demonstrated their care for and support of the children by understanding their needs, noticing their progress, and making them feel important. It was clear that the kids enjoyed their time at camp and with the staff.

Thirteen categories of indicators on the observation rubric received perfect scores, demonstrating a high level of quality in areas such as Adult Partners, Belonging, Emotional Safety, Collaboration and Leadership, and Health and Nutrition. Campers were engaged in a variety of hands-on activities that provided opportunities for them to make choices and work with others, and the Perfectly Me SuperValues were embedded throughout and consistently reinforced.

SUMMARY AND RECOMMENDATIONS

Families at the three camp sites were extremely satisfied with their child's experiences at Hero Camps. They rated their children's demonstrations of the SuperValues quite highly, showing that their children benefited from the program's environment and attention to social-emotional skill development.

The on-site observation also demonstrated a highly positive and supportive environment that afforded children many opportunities to express themselves, learn in a hands-on way, and engage with their peers. Children were clearly eager to participate in camp activities and actively showed that they were proud of their own achievements.

Future evaluations will benefit from conducting pre-surveys with families, to allow for more rigorous comparisons to be made about student behaviors and demonstration of the SuperValues from the beginning to end of camp. Additionally, efforts to increase the number of families completing the post-surveys will enhance the reliability of the results and provide for more comprehensive feedback about families' experiences with Hero Camps.



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HERO CAMPS OVERVIEW

Perfectly Me contracted with Engage with Data in Summer 2025 to evaluate the organization's summer Hero Camps programming across three locations in the Baltimore region. Two sites were community camps, offered in partnership with local non-profit organizations: Bon Secours Community Works, located at the **Bon Secours Community Resource Center (CRC)**, and **Community Assistance Network (CAN)**, held at the Garden Village Community Center. Both sites were funded by grant dollars, so families could enroll their children in these programs at no cost, increasing access to programming for under-resourced families and communities. The third site was at an independent school, **Roland Park Country School (RPCS)** and was funded through enrollment fees from families.

The portfolio of Perfectly Me Hero Camps includes five distinct camp models tailored to meet campers' diverse interests and needs, such as sports, science, technology, or creative arts. All Hero Camps are grounded in the Perfectly Me Super Values and approach to youth and character development: kindness, respect, community mindedness, responsibility, teamwork, empathy, and resilience. Hero Camps programming was consistent across sites.

METHODS

Two types of data were collected to inform this evaluation: **family surveys** and an **on-site observation**. The results of each are detailed below.

SURVEYS

At the end of camp, families were asked to complete a survey for each child who had participated in two or more weeks of programming ("eligible campers"). The survey asked families about the likelihood that their children's actions and behaviors would reflect the organization's SuperValues, after participating in camp. A sample question was: *"Since attending Hero Camps, my hero ... Considers other people's feelings."* These questions used a four-point scale, from 1 = "Never" to 4 = "Always."

The survey also asked families to rate their satisfaction with their child's camp experience and if they would recommend Hero Camps to other families.

A total of 36 responses were received across three sites, for an overall response rate of 23.4%.

Camp Site	Total Camp Attendance	Number of Eligible Campers	Surveys Received	Response Rate
Bon Secours (CRC)	50	50	21	42.0%
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ALL SITES	396	154	36	23.4%



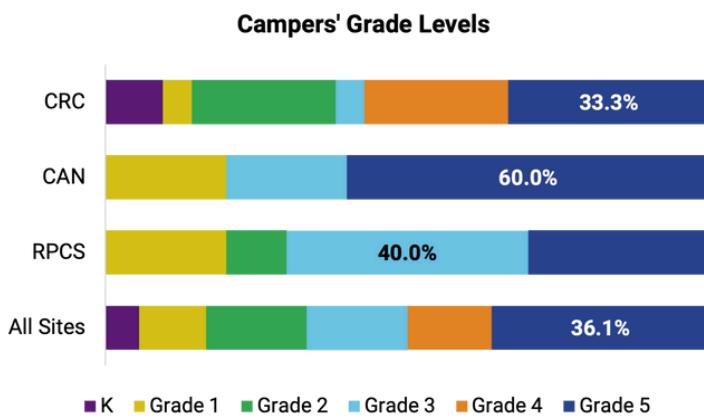
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SITE OBSERVATION

A site visit at RPCS was conducted on July 23, 2025 to observe the Hero Camps programming. The observation lasted approximately two and a half hours.

After the observation, the Summer Learning Program Quality Assessment (SLPQA) from The Forum for Youth Investment¹ was used to assess what was observed. Each indicator on the rubric was scored as a 1, 3, or 5, with 5 being the optimal score. Not all indicators were observed during the site visit; a total of 16 indicators were scored. The completed rubric, with supporting evidence, is at the end of this report.

ABOUT THE CAMPERS



Survey respondents noted the grade their child would be entering in the fall. There was variation in grade levels by site, but **the majority of campers across camps were in grades 3 to 5.**

Families also shared how many summers their child had attended Hero Camps; **nearly 98% of campers from CRC and CAN had only attended one summer, while 40% of RPCS campers had attended three or four summers.**

FINDINGS

The stacked bar graphs throughout this report compare the percent of respondents selecting each answer choice. Survey results are displayed by question and the corresponding SuperValue. Observational data from the site visit is shared below the survey data for each SuperValue. All survey data can be found in the tables at the end of this report.

Kindness/Compassion

Nearly 81% of families felt that after attending Hero Camps, their child always considers other people's feelings.

At RPCS, families were much less likely to select "Always" on this question, but 90% of these families did select either "Always" or "Often" on this item.

Campers displayed kindness during the observation while playing games, when they rotated through different roles to make sure everyone got an equal turn.

Considers other people's feelings



■ Always ■ Often ■ Sometimes ■ Never



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Independence/Confidence

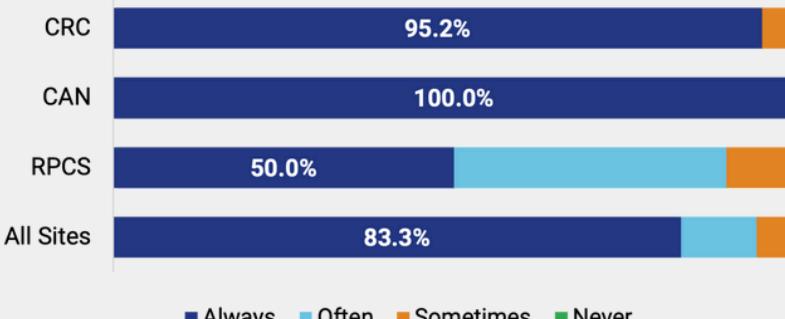
After attending Hero Camps, over 86% of families felt that their child always works to make new friends.

There was some variation across sites. At CAN, all families selected "Always" on this question, compared to 80% at RPCS.

Takes steps to make new friends



Makes good choices about their behavior



Overall, 83.3% of families felt that their child always makes good choices about their behavior.

Although only 50% of RPCS families selected "Always" on this question, but 90% of families at this site selected "Always" or "Often" on this item.

During the on-site observation, campers were given the opportunity to independently solve problems. One such example was when campers were asked to line up by height, but were not allowed to speak with each other to figure out their place in line. Camp counselors were there for support but let the campers figure out the solution on their own.

Discovery/Curiosity

Over 94% of families across sites noted that their children always like to learn about other people and places.

At CAN and RPCS, all families selected "Always" on this question.

As part of the Hero Camps curriculum, campers watched videos on different places and cultures around the world every day. While only one day was observed, when asked, staff mentioned this was a daily occurrence.

Likes learning about other people and places





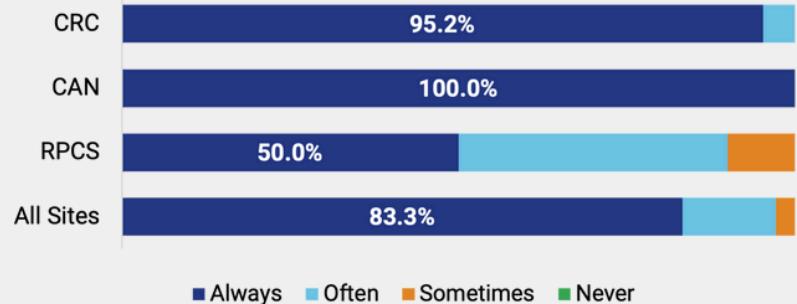
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Respect/Listening

Across sites, 83.3% of families indicated that their child always treats others the way they want to be treated.

While only 50% of RPCS families selected "Always" on this question, 90% chose "Always" or "Often" on this item.

Treats others the way they want to be treated



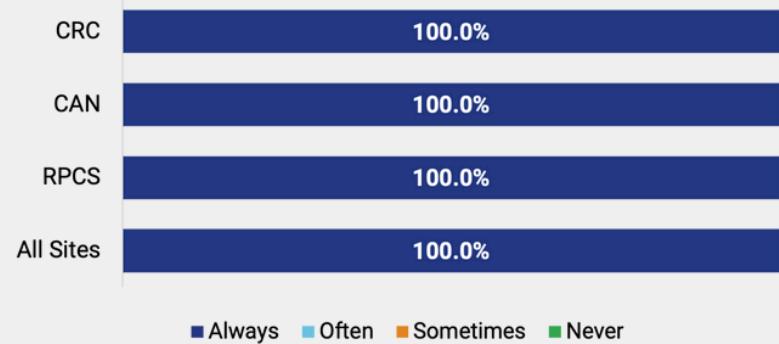
Respect for what others had to say was observed during craft time, when campers listened to their fellow campers explain what their favorite ocean animal was and why. Children gave each other the space to share their thoughts without interrupting.

Creativity

All families across sites felt that their children always like to create new things.

During craft time, children had full control over what they made. While they were given materials and basic instructions, they were encouraged to have creative freedom over the design of their product.

Likes to make new things, like art, stories, or music



Courage/Fearlessness

After attending Hero Camps, over 86% of families felt their children were always willing to try new things.

Families at the community camps were more likely to select "Always" on this item than those at Roland Park Country School.

Is willing to try new things



Campers were given an opportunity called "Hero's Choice" during the observation. During this activity, they were able to try new things and were encouraged by staff to explore what was available to them.



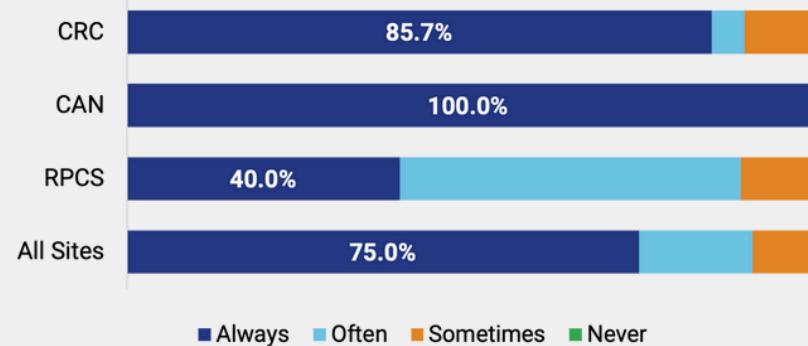
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Positivity/Flexibility

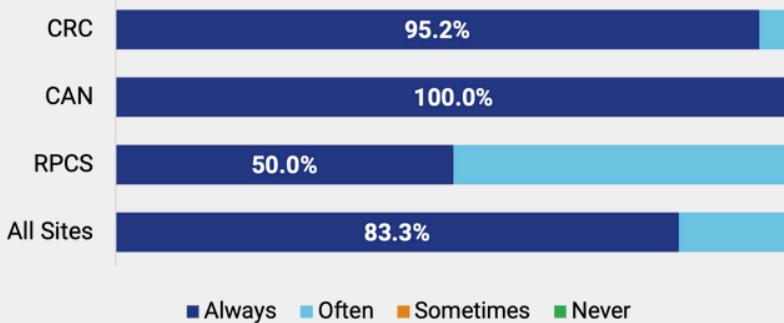
Across sites, 75% of families noted that their children are always able to wait for what they want.

Although just 40% of RPCS families chose "Always" on this question, 90% selected either "Always" or "Often" on this item.

Is good at waiting for what they want



Gets along well with others



After attending Hero Camps, over 83% of families indicated that their children always get along with others.

Only 50% of RPCS families selected "Always" on this question, but 90% chose either "Always" or "Often" on this item.

The site observation highlighted how throughout the week, campers were expected to rotate classroom tasks. Campers were flexible to this change and adapted positively to swapping roles.

Gratitude/Generosity

Over 86% of families across sites felt that their child always likes to help others.

All respondents at CAN selected "Always" on this question.

Likes helping other people



Thanks other people when they help or support them



After participating in Hero Camps, over 83% of families noted that their child always thanks people who offer them help or support.

Although just 60% of RPCS families chose "Always" on this question, 100% selected either "Always" or "Often" on this item.

When entering or exiting the building, each child thanked the person holding the door for them. This was observed multiple times throughout the site visit.



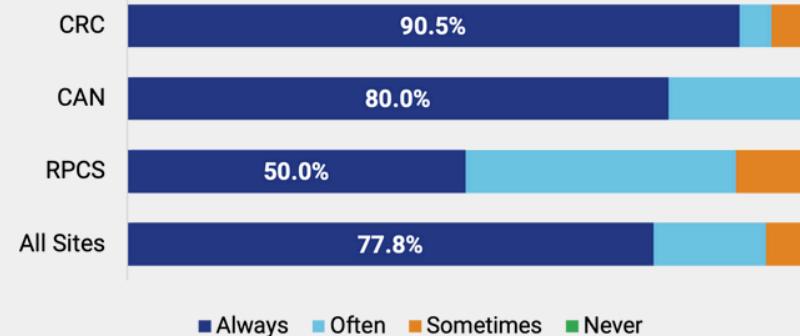
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Cooperation/Community

After attending Hero Camps, nearly 78% of families indicated that their children are always good at solving conflicts with others.

Only 50% of RPCS families selected "Always" on this question, but 90% chose either "Always" or "Often" on this item.

Is good at solving conflicts with others



Makes efforts to help out at home

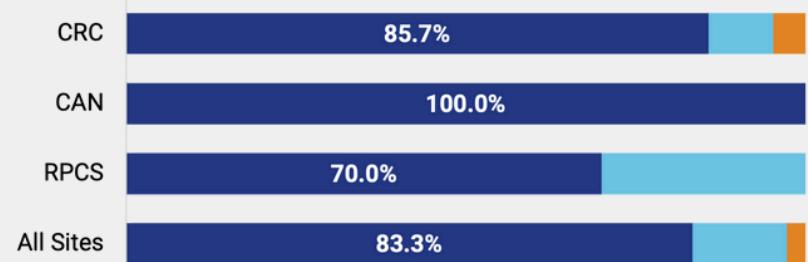


Always Often Sometimes Never

Across sites, 86.1% of families felt that their children always try to help at home.

There was some variation across sites; while 70% of RPCS families selected "Always" on this indicator, 90% chose "Always" or "Often."

Thinks about how they can do good in their community



Always Often Sometimes Never

Over 83% of families at all sites felt that their children always think about how to do good in their community.

Although 70% of RPCS families chose "Always" on this question, 90% selected "Always" or "Often."

Care for the community was evident at the site visit. When grant cuts impacted the availability of snacks at a community camp, campers at another site set up a fundraiser, selling goods that they made. They raised over \$100 and provided the other camp with 350 snacks.

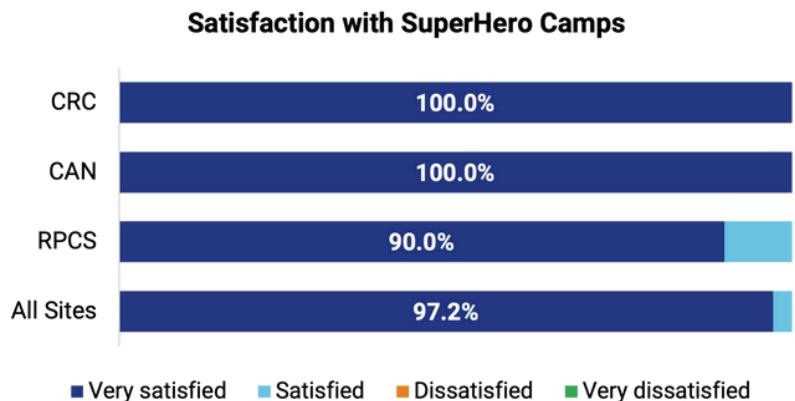


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PROGRAM SATISFACTION

All respondents were either satisfied or very satisfied with their child's Hero Camps experience.

Over 97% of families selected "Very Satisfied" on this question.



Below are comments from families about their satisfaction with the programming their children attended.

"My children have truly enjoyed their time at Hero Camps. Each program has been engaging, well-organized, and filled with activities that inspire teamwork, creativity, and resilience. They always come home excited to share what they've learned and experienced. Hero Camps have not only given them memorable summer adventures but also helped them grow in confidence and character."

"My child loved coming to camp everyday. I had no trouble getting her up in the morning. Her favourite part was going to dance class. I never knew she could dance. They learned so much. It really touched my heart watching her perform and see how everyone was so caring to her. The staff was excellent and hear the owner speak, I saw the passion she has for the camp. I am grateful."

"The Hero Camps never fail to impress our family. The additions of SportsHero and STEMHero this summer were perfect for my children who wanted to dive into specific interests while still being a part of the Hero community."

"This summer is absolutely one that [my daughter] will always talk about. From learning all the cool stem activities to simply having time to run around and be with her friends. This summer has been great not only for her but for me also. We definitely hope the camps can return for many years to come. Thank you all for keeping our babies busy all summer."

"Thank you for everything. My child love this camp and we will be back next year. Can't believe it was free."

Additionally, 100% of respondents indicated that they would recommend Hero Camps to someone else and were willing to help promote the program.



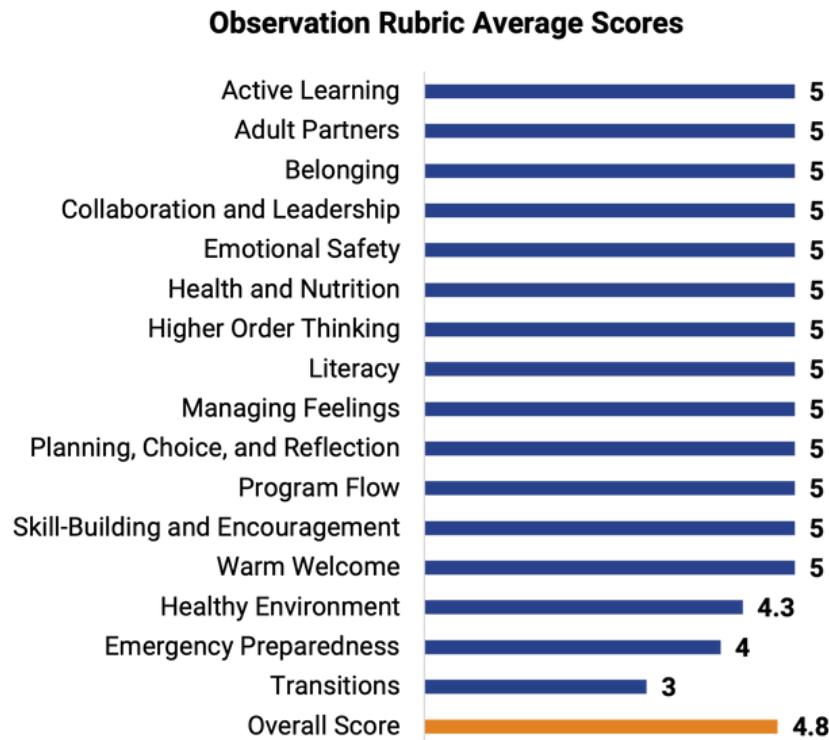
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SITE OBSERVATION RESULTS

Overall, Hero Camps were rated an average of 4.8 out of 5, suggesting a high level of program quality.

The chart below shows the average score for each category of indicators.



Hero Camps had warm and positive climates, and staff clearly demonstrated their care for and support of the children by understanding their needs, noticing their progress, and making them feel important. It was clear that the kids enjoyed their time at camp and with the staff.

Thirteen categories of indicators on the observation rubric received perfect scores, demonstrating a high level of quality in areas such as Adult Partners, Belonging, Emotional Safety, Collaboration and Leadership, and Health and Nutrition. Campers were engaged in a variety of hands-on activities that provided opportunities for them to make choices and work with others, and the Perfectly Me SuperValues were embedded throughout and consistently reinforced.

One group of indicators – Transitions – had an average score below four. It was observed that at times, it was unclear which program was using specific spaces, which led to abrupt transitions for campers as they had to move from one activity to the next with little preparation or to periods of waiting when transitions were unable to occur when expected. The challenges with transitions and space availability seemed to be due to sharing the space with other summer camps and the weather on the day of the site visit. Staff did make quick adjustments, but further planning in the future for inclement weather arrangements or space sharing might help reduce some of these bottlenecks.

SUMMARY AND RECOMMENDATIONS

Families at the three camp sites were extremely satisfied with their child's experiences at Hero Camps.

They rated their children's demonstrations of the SuperValues quite highly, showing that their children benefited from the program's environment and attention to social-emotional skill development.



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The on-site observation also demonstrated a highly positive and supportive environment that afforded children many opportunities to express themselves, learn in a hands-on way, and engage with their peers. Children were clearly eager to participate in camp activities and actively showed that they were proud of their own achievements.

Future evaluations will benefit from conducting pre-surveys with families, to allow for more rigorous comparisons to be made about student behaviors and demonstration of the SuperValues from the beginning to end of camp. Additionally, efforts to increase the number of families completing the post-surveys will enhance the reliability of the results and provide for more comprehensive feedback about families' experiences with Hero Camps.



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Campers' Grade Levels

Grade Level	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Kindergarten	9.5%	0.0%	0.0%	5.6%
Grade 1	4.8%	20.0%	20.0%	11.1%
Grade 2	23.8%	0.0%	10.0%	16.7%
Grade 3	4.8%	20.0%	40.0%	16.7%
Grade 4	23.8%	0.0%	0.0%	13.9%
Grade 5	33.3%	60.0%	30.0%	36.1%

Number of Summers Attended

Number of Summers	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
1 summer	95.2%	100.0%	60.0%	86.1%
2 summers	4.8%	0.0%	0.0%	2.8%
3 summers	0.0%	0.0%	10.0%	2.8%
4 summers	0.0%	0.0%	30.0%	8.3%



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Satisfaction with Hero Camps

Indicator	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Satisfaction with Child's Camp Experience				
Very satisfied	100.0%	100.0%	90.0%	97.2%
Somewhat satisfied	0.0%	0.0%	10.0%	2.8%
Somewhat dissatisfied	0.0%	0.0%	0.0%	0.0%
Very dissatisfied	0.0%	0.0%	0.0%	0.0%
Willingness to Recommend Hero Camps to Other Families				
Yes	100.0%	100.0%	100.0%	100.0%
No	0.0%	0.0%	0.0%	0.0%
Not sure	0.0%	0.0%	0.0%	0.0%
Willingness to Spread the Word About Hero Camps				
Yes	100.0%	100.0%	100.0%	100.0%
No	0.0%	0.0%	0.0%	0.0%



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Frequency of Demonstrating SuperValues After Attending Camp

Indicator	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Considers other people's feelings.				
Always	90.5%	100.0%	50.0%	80.6%
Often	9.5%	0.0%	40.0%	16.7%
Sometimes	0.0%	0.0%	10.0%	2.8%
Never	0.0%	0.0%	0.0%	0.0%
Likes helping other people.				
Always	85.7%	100.0%	80.0%	86.1%
Often	14.3%	0.0%	20.0%	13.9%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%
Treats others the way they want to be treated.				
Always	95.2%	100.0%	50.0%	83.3%
Often	4.8%	0.0%	40.0%	13.9%
Sometimes	0.0%	0.0%	10.0%	2.8%
Never	0.0%	0.0%	0.0%	0.0%
Takes steps to make new friends.				
Always	85.7%	100.0%	80.0%	86.1%
Often	9.5%	0.0%	20.0%	11.1%
Sometimes	4.8%	0.0%	0.0%	2.8%
Never	0.0%	0.0%	0.0%	0.0%



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Frequency of Demonstrating SuperValues After Attending Camp (continued)

Indicator	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Gets along well with others.				
Always	95.2%	100.0%	50.0%	83.3%
Often	4.8%	0.0%	50.0%	16.7%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%
Is good at solving conflicts with others.				
Always	90.5%	80.0%	50.0%	77.8%
Often	4.8%	20.0%	40.0%	16.7%
Sometimes	4.8%	0.0%	10.0%	5.6%
Never	0.0%	0.0%	0.0%	0.0%
Makes good choices about their behavior.				
Always	95.2%	100.0%	50.0%	83.3%
Often	0.0%	0.0%	40.0%	11.1%
Sometimes	4.8%	0.0%	10.0%	5.6%
Never	0.0%	0.0%	0.0%	0.0%
Waits for what they want.				
Always	85.7%	100.0%	40.0%	75.0%
Often	4.8%	0.0%	50.0%	16.7%
Sometimes	9.5%	0.0%	10.0%	8.3%
Never	0.0%	0.0%	0.0%	0.0%



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Frequency of Demonstrating SuperValues After Attending Camp (continued)

Indicator	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Likes learning about other people and places.				
Always	90.5%	100.0%	100.0%	94.4%
Often	4.8%	0.0%	0.0%	2.8%
Sometimes	4.8%	0.0%	0.0%	2.8%
Never	0.0%	0.0%	0.0%	0.0%
Is willing to try new things.				
Always	90.5%	100.0%	70.0%	86.1%
Often	9.5%	0.0%	30.0%	13.9%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%
Likes to make new things, like art, stories, or music.				
Always	100.0%	100.0%	100.0%	100.0%
Often	0.0%	0.0%	0.0%	0.0%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%
Thanks other people when they help or support them.				
Always	90.5%	100.0%	60.0%	83.3%
Often	9.5%	0.0%	40.0%	16.7%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%



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Frequency of Demonstrating SuperValues After Attending Camp (continued)

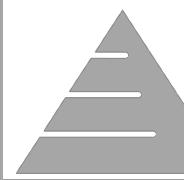
Indicator	CRC (n = 21)	CAN (n = 5)	RPCS (n = 10)	All Sites (n = 36)
Makes efforts to help out at home.				
Always	90.5%	100.0%	60.0%	83.3%
Often	9.5%	0.0%	40.0%	16.7%
Sometimes	0.0%	0.0%	0.0%	0.0%
Never	0.0%	0.0%	0.0%	0.0%
Thinks about how they can do good in their community.				
Always	85.7%	100.0%	70.0%	83.3%
Often	9.5%	0.0%	30.0%	13.9%
Sometimes	4.8%	0.0%	0.0%	2.8%
Never	0.0%	0.0%	0.0%	0.0%

Summer Learning PQA

Forms A and B

Organization name:	Perfectly Me
Site/Program name:	Roland Park Country School
Name(s) of program offering(s) observed:	SuperHero Camps (SH), Kindergarten Hero Camp (KH)
Name(s) of staff member(s) observed:	
Date scored:	July 23, 2025
Name of rater (External Assessment only):	Emma Schneider
Email for rater (External Assessment only):	

April 2019





Published by

David P. Weikart Center for Youth Program Quality
A unit of the Forum for Youth Investment
301 W. Michigan Ave, Ypsilanti, MI 48197
734.961.6900
www.cypq.org

April 18, 2019

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ISBN 1-57379-256-X

Printed in the United States of America



INTRODUCTION

PURPOSE

The Summer Learning Program Quality Assessment (SLPQA) is an instrument designed jointly by the David P. Weikart Center for Youth Program Quality, a unit of the Forum for Youth Investment, and the National Summer Learning Association. The instrument represents a unique PQA for summer programs that combines elements of the validated Youth PQA with NSLA's Comprehensive Assessment of Summer Programs (CASP). Given the nature of summer programming, the instrument and process were designed to meet the unique needs of these programs, with the tool capturing specific aspects of program culture and the process fitting into a tight summer timeline. The SLPQA uses both observational evidence and interviews with site leads/site managers to collect data that can be used by summer programs to measure the quality of youth experiences. It can help staff and managers build summer programs for youth that intentionally address academic summer learning loss as well as meeting the developmental needs of youth participants.

Why Do We Assess the Quality of Summer Programs?

- To use a standard method to objectively analyze the quality of the program from multiple perspectives.
- To collect information that can be compared year over year.
- To prioritize areas for continuous improvement.
- To improve buy-in and capacity of a program to lead continuous improvement efforts.

Quality Assessment is NOT:

- An evaluation of youth outcomes.
- A judgment on whether or not a program will receive funding in future years.
- A judgment on the capabilities of individual staff or program managers.

USING THE SUMMER LEARNING PQA

The SLPQA is broken into two main components or forms: Form A to collect observational data, Form B for interview data.

Form A: Form A is the tool for observational assessment of a summer learning program. It is based on the Safe Environment, Supportive Environment, Interaction, and Engagement domains of the Youth PQA, integrating some material from the CASP and Academic Skill-Building PQA. Because summer programs may run longer than an afterschool program, often for a full day, the programs may decide to observe and score Form A twice, once for the morning portion of the program (or the first half of the program) and once for the afternoon portion. One scoring should be based on observations of 30-40 minutes of informal time (free time or snacks) and 80-90 minutes of structured programming or instructional time. A morning observation should be sure to include an observation of the greeting time. An afternoon observation should be sure to include departure time. Please note whether each session observed is "academic support" or "enrichment" based on the definitions below.

- Academic support: This session is devoted primarily to improving or reviewing academic content or skills. The focus may be math, literacy, or another school subject such as social studies.
- Enrichment sessions: These sessions include anything where academic learning is not the primary focus or academic learning is approached indirectly as part of a larger project. This includes structured recreation or physical activities, arts, service learning, photography, theatre, sports and so on. It may or may not include learning that supports academics, but the primary focus is fun, engaging, holistic youth development.

Interview Form B: In order to gather firsthand data on broader aspects of quality such as planning, engagement with families, staff training, etc., the SLPQA has assessors solicit information from a site lead or manager at each site.

EMOTIONAL SAFETY | Psychological and emotional safety is promoted.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, “trash talking,” negative gestures or other such actions are not mediated by either children or staff.</p>	<p>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</p> <p>5 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.</p> <p>5</p> <p>Staff was friendly to campers at all times and made sure to pay attention when children were telling them specific things. (KH)</p>
<p>2. 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, racial/ethnic, class, gender, ability, appearance or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, racial/ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.</p> <p>5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.</p> <p>5</p> <p>Camp makes sure to include individuals who are neurodivergent in the programming and makes sure not to exclude them in activities. (both)</p> <p>Campers seemed to be from a wide variety of cultural backgrounds. (both)</p>
<p>3. 1 Youth exhibit evidence of excluding peers (e.g., youth are avoided or ostracized by other youth, “I don’t want to sit with her – she’s not my friend”) and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others, introduce excluded youth, say, “Remember, being inclusive is one of our ideals”).</p>	<p>3 Youth exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces a newcomer to other youth, but the newcomer is treated coldly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).</p> <p>5 Youth do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other youth and they then include her, staff successfully suggests including a lone youth in a game).</p> <p>5</p> <p>When campers didn’t want to play, staff tried to understand what was going on and see if they would be willing to play at least one round, but also didn’t force anything. (both)</p> <p>When campers didn’t want to play the specific game, staff sat with them and found less active games for them to play so they would still be included in some way. (SH)</p> <p>When a camper didn’t want to play, staff tried to find a way to include them in the game while still letting them lead on how they wanted to continue. (both/SH)</p>

HEALTHY ENVIRONMENT | The physical environment is safe and free of health hazards.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.</p>	<p>3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.</p> <p>5 The program space is free of health and safety hazards.</p> <p>5 No safety hazards were observed.</p>
<p>2. 1 There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.</p>	<p>3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.</p> <p>5 The program space is clean and sanitary.</p> <p>5 Everything seemed to be clean and children were rewarded for keeping spaces tidy. (both)</p>
<p>3. 1 Program space is not suitable for activities offered.</p>	<p>3 Program space is suitable for some of the activities offered.</p> <p>5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this).</p> <p>3 The building in use was a school, so there were lots of different space for activities. (both)</p> <p>There was sometimes a lack of communication between different camps about who was using what space. Sometimes camps would come into spaces already being used. While some solutions were to move camps to different rooms, other solutions included letting the camps combine (like during movement time). This may have also been impacted by the rain since the outdoor field couldn't be used for a bit. (both)</p>

EMERGENCY PREPAREDNESS | Appropriate emergency procedures and supplies are present.

Note: Local fire codes govern the number and location of fire extinguishers.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	<p>5 Written emergency procedures are posted in plain view. <input checked="" type="checkbox"/> Where are the emergency procedures posted? Not observed</p>
2. 1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	<p>5 At least one charged fire extinguisher is accessible and visible from the program space. <input checked="" type="checkbox"/> Is there an accessible fire extinguisher? Not observed</p>
3. 1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	<p>5 At least one complete first-aid kit is accessible and visible from the program space. <input checked="" type="checkbox"/> Is there an accessible first-aid kit? Not observed</p>
4. 1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	<p>5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports, or repairs) is available to the program offering as needed, can be located by staff, and is maintained in full-service condition. <input checked="" type="checkbox"/> Does the site have any special safety or emergency equipment? If other equipment is not needed, do not rate. Write an "X" in the box at the left. Not observed</p>
5. 1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	<p>5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.) <input checked="" type="checkbox"/> Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an "X" in the box at the left. Adults were with campers while they entered and left a room. (both) (Also see note at bottom of page)</p>
6. 1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	<p>5 Access to outdoor program space is supervised during program hours. <input checked="" type="checkbox"/> Is access to the outdoor program space supervised? If there is no outdoor program space, do not rate. Write an "X" in the box at the left. While kids were being watched by multiple staff members outside, they were able to run pretty far away from supervision in an area that was not fully closed off, and there was construction around the school. (KH)</p>

HEALTH AND NUTRITION | Healthy food and physical activity are provided.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Drinking water is not available.</p>	<p>3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).</p> <p>5 Drinking water is available and easily accessible to all youth.</p> <p>5 Staff made sure campers drank water during rest times of the game. (both)</p>
<p>2. 1 Food or drinks are not available to youth during the session.</p>	<p>3 Food and drinks are available at appropriate times, but there is not enough for every youth to receive a serving.</p> <p>5 Food and drinks are plentiful and available at appropriate times for all youth during the session.</p> <p>5 KH campers had snack time before lunch (only observed KH at this time, but this likely took place at other camps as well.)</p>
<p>3. 1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).</p>	<p>3 Some available food or drink is not nutritious and some is healthy.</p> <p>5 Available food and drink is healthy (e.g., there are vegetables, fresh fruit, real juice).</p> <p>X Not observed</p>

Summer Learning PQA Supplemental Item—Score based on observation and official schedule

<p>4. 1 Program dedicates no time every day for physical activity.</p>	<p>3 Program dedicates time for physical activity every day. Time allotted is less than 30 minutes per 3 hours of programming.</p>	<p>5 Program dedicates at least 30 minutes per 3 hours of programming daily for physical activity for all youth.</p>	<p>5 Programming allowed for physical activity time that lasted around 30 minutes and seem to encourage movement from children. (both)</p>
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WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
1. 1 No youth are greeted by staff as they arrive or at the start of the session.	3 Some youth are greeted by staff as they arrive or at the start of the session.	5 All youth are greeted by staff as they arrive or at the start of the session.	<input checked="" type="checkbox"/> 5 <p>Staff always said hi to the campers, especially when they began the interaction. (both)</p>
2. 1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language.	<input checked="" type="checkbox"/> 5 <p>Staff was friendly to campers at all times and made sure to pay attention when children were telling them specific things. (both)</p>
3. 1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact.	<input checked="" type="checkbox"/> 5 <p>Staff was friendly to campers at all times and made sure to pay attention when children were telling them specific things. (both)</p>

PROGRAM FLOW | Program flow is planned, presented and paced for youth.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
1. 1 More than once, staff does not have enough materials ready for all youth to start activities.	3 Once, staff does not have enough materials ready for all youth to start activities.	5 Staff always has enough materials ready for all youth to start activities.	<input checked="" type="checkbox"/> Score X if no materials are needed for any observed activity. <i>Activities had been prepared and supplies collected in advance. (SH)</i>
2. 1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., youth appear to understand directions; sequence of events and purpose are clear).	<input checked="" type="checkbox"/> Directions were laid out prior to activities like crafts so kids knew what to do once given supplies. (SH)
3. 1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most youth either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., youth do not appear rushed; most youth who are generally on task finish activities; most youth do not finish significantly early with nothing planned to do).	<input checked="" type="checkbox"/> Not observed

Summer Learning PQA Supplemental Items

4. 1 The program day consists of primarily one type of activity (e.g., all free play, all academic support, or all open gym time. Do not count snack time, transitions).	3 The program consists of two or three different types of activities.	5 The program consists of four or more types of activities (i.e., a variety of types of activities—physical activity, academic support, arts, free play, organized games, intentional learning/skill building activities, quiet time, or outdoor time, etc.).	<input checked="" type="checkbox"/> Not observed
5. 1 Few if any routines and guidelines for daily tasks and events are evident.	3 Routines and guidelines for daily tasks and events are evident in some part of the program and not in others, or are not consistent and clear.	5 Routines and guidelines for daily tasks and events are used consistently throughout the program (e.g, arrival procedures, common signals for transitions, clean-up procedures, discussion protocols, guidelines/rules for use of electronics etc.). Exceptions to routines or guidelines are explained clearly.	<input checked="" type="checkbox"/> There was a daily schedule laid out in the classroom areas for children and staff to follow. (KH)

ACTIVE LEARNING | Activities support active engagement.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The activities provide no opportunities for youth to engage with either materials or ideas or to improve a skill through guided practice; activities mostly involve waiting, listening, watching and repeating.</p>	<p>3 The activities provide opportunities for youth to engage with materials or ideas or to improve a skill through guided practice for less than half of the time.</p> <p>5 The activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill through guided practice for at least half of the time.</p>
<p>2. 1 During activities, staff does not provide any youth structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.</p>	<p>3 During activities, staff provides some youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some youth to explain what they are doing or why, staff has half the youth explain their art project to someone else).</p> <p>5 During activities, staff provides all youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each youth explains the reasoning behind his or her design to staff; staff assigns youth to small groups to work on a shared task).</p>
<p>3. 1 The activities focus almost exclusively on abstract learning or concepts, providing limited or no related concrete experiences (activities almost exclusively consist of learning about a topic; lecture format).</p>	<p>3 The activities focus almost exclusively on concrete experiences, providing limited or no opportunities to engage with related abstract learning or concepts (activities almost entirely consist of youth doing, practicing, or experiencing, without learning about or discussing the how, what, or why).</p> <p>5 The activities balance concrete experiences involving materials, people and projects (e.g., field trips, experiments, interviews, practicing dance routines, creative writing) with abstract learning or concepts (e.g., learning, talking about a topic; lectures; staff providing diagrams, formulas).</p>
<p>4. 1 The activities do not (will not) lead to tangible products or performances.</p>	<p>3 The activities lead (or will lead) to tangible products or performances, but do not reflect ideas or designs of youth (e.g., youth will perform dances selected by staff, all youth make bird houses according to the design supplied by staff.)</p> <p>5 The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth (e.g. youth explain their projects to whole group, all create dance routines to perform later, youth create their own sculptures).</p> <p>5 This was a transition into craft time where campers were tasked with a sea creature of their choice, which they could create and decorate the way they wanted to. (SH)</p> <p>Parents at the current location were asked if they could donate some snacks for another camp site that lost its funding. Without being asked, the campers at this location created a fundraiser for the other camp's snacks. They made their own shops, where they sold different goods to get money. They raised over \$100 and were able to help get 350 snacks for the other camp. Campers seemed proud of their achievement, and staff encouraged this behavior since it was solely camper-led. (both)</p>

SKILL-BUILDING AND ENCOURAGEMENT | Staff encourages and supports youth in building skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).</p>	<p>3 Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.</p> <p>5 Staff tells youth a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).</p>
<p>2. 1 Staff does not encourage youth to try out skills or attempt higher levels of performance.</p>	<p>3 Staff encourages some youth to try out skills or attempt higher levels of performance.</p> <p>5 Staff encourages all youth to try out skills or attempt higher levels of performance.</p>
<p>3. 1 Staff does not model skills.</p>	<p>3 Staff models skills for some youth.</p> <p>5 Staff models skills for all youth.</p>
<p>4. 1 Staff does not break difficult task(s) into smaller, simpler steps for any youth or there are no tasks of sufficient difficulty to warrant explaining steps.</p>	<p>3 Staff breaks difficult task(s) into smaller, simpler steps for some youth.</p> <p>5 Staff breaks difficult task(s) into smaller, simpler steps for all youth (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).</p>

SKILL-BUILDING AND ENCOURAGEMENT | Staff encourages and supports youth in building skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES	
Summer Learning PQA Supplemental Items		
5. 1 Staff does not adjust the difficulty of the task or adjust supports when adjustments are clearly needed, (e.g., when youth sail through task easily, encounter frequent errors, complain about not understanding how to do task.)	3 Staff does not actively monitor the level of challenge for youth, but there is no clear evidence of inappropriate challenge.	5 Staff monitors or states an observation of the level of challenge for youth and adjusts supports to maintain appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's go on to the next set of problems.")
6. 1 Staff tells youth answers or what to do; rarely or never makes non-evaluative comments, guides youth's initiative in learning, asks questions that guide youth in discovering an answer to a problem .	3 Staff sometimes makes non-evaluative comments, guides youth's initiative in learning, asks questions that guide youth in discovering an answer to a problem .	5 Staff frequently guides youth initiative in learning by making non-evaluative comments or asking questions that guide youth in discovering an answer to a problem themselves (e.g., "What do you think would happen if you __ first?" "What senses could you use to add detail to this paragraph?" "I see 2 steps listed...[leaving youth to recognize there should be 3]" "Your paragraph tells me what, but not why".)

MANAGING FEELINGS* | Staff encourages children to manage feelings and resolve conflicts appropriately.

Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".

*Use this scale for scoring programs with youth in under 6th grade only.

ITEMS		SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved.
2. (SA)	1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren), or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?").
3. (SA)	1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet).
4. (SA)	1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one.

BELONGING | Youth have opportunities to develop a sense of belonging.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 Staff does not provide opportunities for youth to get to know each other (e.g., the entire session is structured so youth have no time where talking among themselves is allowed or encouraged).</p>	<p>3 Staff provides informal opportunities for youth to get to know each other (e.g., youth engage in informal conversations, youth get to know each other as a by-product of an activity).</p> <p>5 Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).</p>
Summer Learning PQA Supplemental Items	
<p>2. 1 Staff does not set program culture by communicating valued ideals and principles or they are not integrated into program activities and rituals.</p>	<p>3 Staff sets program culture by communicating valued ideals and principles and integrating them into some program activities and rituals.</p> <p>5 Staff sets program culture by communicating valued ideals and principles and integrating them into most program activities and rituals.</p>

COLLABORATION & LEADERSHIP | Youth have opportunities to collaborate and work cooperatively with others.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not provide opportunities for interdependent youth roles.	3 Staff provides the opportunity for some youth to participate in activities with interdependent roles.
2. 1 Staff does not provide all youth opportunities to practice group-process skills.	5 Staff provides all youth opportunities to participate in activities with interdependent roles (e.g., note-taker, treasurer, spokesperson for planning committee; tennis players, singles or doubles).
3. 1 Staff does not provide opportunities for youth help someone.	5 Staff provides all youth multiple or extended opportunities to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).
4. 1 Staff does not provide opportunities for youth to lead a group.	5 Staff provides structured opportunities for youth to help someone by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, youth explains to another how to solve a math problem, play a game, or do something on the computer).
5. 1 Staff does not provide opportunities for some youth to participate in activities with interdependent roles.	5 Staff provides all youth one or more opportunities to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity).

ADULT PARTNERS | Youth have opportunities to partner with adults.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
1. 1 Staff rarely shares or attempts to share control of activities with youth.	3 Staff attempts to share control with youth but ends up controlling most activities themselves.	5 Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups or individually guided activities).	5 While staff decided the game (related to the theme of the week, in this case Shark Attack for Aqua week), they allowed kids to add rules and took their input into how the game should be played. (both, mainly SH)
2. 1 Staff is not actively involved with youth except for brief introductions, endings or transitions (e.g., they are physically separated from youth or do not interact with them).	3 Staff (or some of the staff) is sometimes or intermittently, actively involved with youth.	5 Staff is 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 Campers seemed to want staff to play with them - positive interactions were observed between them.

Summer Learning PQA supplemental item Use with Youth in 6th- 12th grade only.

(Y)	3 Staff and youth are not accountable to a shared behavioral contract. Staff opinion or preference takes precedence over any group agreements.	3 Staff consistently holds youth accountable to an agreed upon set rules, expectations, and consequences.	5 Youth and staff hold each other accountable to behavioral contract that defines positive behavior expectations and consequences (e.g., both staff and youth point out how rules or behavior guidelines apply in practice and support abiding by them).	X If no behavioral contract is evident, do not rate. Mark with an X. Not observed
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Summer Learning PQA supplemental item Use with Children in under 6th grade only.

(SA)	4. 1 Staff behavior management style is frequently characterized by directives without reference to agreed upon rules/expectations, directives with no explanation given, and/or negative affect.	3 Staff behavior management style is usually/mostly characterized by positive affect, calm redirection, and reference to behavioral contract, rules, or established program expectations.	5 Staff behavior management style is consistently/almost always characterized by positive affect, calm redirection, or reference to behavioral contract, rules, or established program expectations.	5 The observer saw when one camper took a pillow from another camper, who had taken it without permission. The staff explained to both students what they did that contributed to the situation. After a bit more of a conversation about sharing, the first camper eventually shared an extra pillow, however, the other camper took an extra without asking. This led to more conversations about the respectful things to do in these situations, and kids were told that if they did not resolve the issue, than all the pillows would be removed (SH) 17
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PLANNING, CHOICE, AND REFLECTION | Youth have opportunities to direct their own learning.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not provide opportunities for youth to make plans for projects or activities.	<p>3 Staff provides at least one opportunity for youth (individual or group) to make plans for a project or activity (e.g., how to spend their time, how to do a task).</p> <p>5 Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities, (e.g., how to spend their time, how to do a task).</p>
2. 1 Staff does not provide opportunities for all youth to make content choices.	<p>3 Staff provides opportunities for all youth to choose among content alternatives, but choices are limited to discrete choices presented by the leader.</p> <p>5 Staff provides opportunities for all youth 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).</p>
3. 1 Staff does not provide opportunities for all youth to make process choices.	<p>3 Staff provides opportunities for all youth to choose among process alternatives, but choices are limited to discrete choices presented by the leader.</p> <p>5 Staff provides opportunities for all youth 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).</p>
4. 1 Staff does not engage youth in an intentional process of reflecting on what they have done.	<p>3 Staff engages some youth in an intentional process of reflecting on what they have done.</p> <p>5 Staff engages all youth in an intentional process of reflecting on what they have done (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments or feelings about the experience).</p>
5. 1 Staff dismisses feedback from youth who initiate it, or youth have no opportunities to provide feedback on the activities.	<p>3 Staff is receptive to feedback initiated by youth on the activities but does not solicit it.</p> <p>5 Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations).</p>

LEARNING STRATEGIES | Youth are supported developing learning initiative and persistence.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
<p>1 When youth make errors or need to make improvements, staff does not have youth attempt to figure out for themselves how to correct or improve.</p>	<p>3 When youth make errors or need to make improvements, staff has youth attempt to figure out how to improve or correct, but does not guide or support the youth in responding (e.g., staff jumps in with correct answer before youth has time to respond; when youth doesn't know how to improve, staff does not rephrase question or give a hint).</p>	<input checked="" type="checkbox"/>	Not observed
<p>2 Staff does not discuss strategies/process.</p>	<p>3 Staff has the youth identify a learning strategy once or twice, OR staff identifies strategies, but does not have youth identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables").</p>	<input checked="" type="checkbox"/>	Not observed
<p>3 Staff only attributes success or failure to factors outside youth's control (e.g. innate ability, fate, luck, the mistakes of others). "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test."</p>	<p>3 Staff attributes success or failure to factors both within and outside their control or makes no attributions about youth's control over success or failure.</p>	<input checked="" type="checkbox"/>	Not observed

HIGHER ORDER THINKING | Youth are supported in developing higher order thinking skills.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not encourage youth to deepen or extend knowledge.	<p>3 One time, staff encourages youth to deepen or extend knowledge (e.g., staff asks youth questions that encourage youth to analyze; define a problem; or make comparisons, predictions, applications, inferences, or generate alternate solutions. For example, staff says, "What does this have in common with what you learned last week?").</p> <p>5 Two or more times, staff encourages youth to deepen or extend knowledge (e.g., staff asks youth questions that encourage youth to analyze; define a problem; make comparisons or inferences; or predict, apply, or generate alternate solutions. For example, "Do you think the seedlings furthest from the lamp will grow more slowly or more quickly than the ones closer?").</p>
2. 1 Staff does not have youth make connections between session activities youth's previous knowledge.	<p>3 One time, staff has youth make connections between session activities youth's previous knowledge.</p> <p>5 Two or more times, staff has youth make connections between session activities and youth's previous knowledge.</p>
3. 1 Staff discourages creativity, curiosity, or imagination (e.g., does not allow innovation or flexible use of materials, discounts new ideas from youth. For example, the youth predicts the cat will fly, and the staff says "No, that won't happen. Cats don't fly.").	<p>3 Staff neither discourages nor encourages youth in using their creativity, curiosity, or imagination. (e.g. does not provide inherently creative opportunities, but also does not verbally discourage creativity, curiosity or imagination.)</p> <p>5 Staff supports youth in using their creativity, curiosity, or imagination (e.g., staff encourages youth to use materials, knowledge, or skills in new ways; to "wonder." For example, staff says, "Think about all the different ways you could end the story.").</p>

MATH | Youth are supported in mathematical problem solving.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
1. 1 No youth participate in mathematical problem solving.	<p>3 Some youth participate in mathematical problem solving (e.g. "How many tables do we need to set up if each table seats four?").</p> <p>5 All youth participate in mathematical problem solving (e.g., Youth explore given information and plan a solution; "I've got to figure out how much supplies to distribute so everyone has an equal amount." "I can determine the price based on the weight.").</p>
2. 1 Youth are not given opportunities to solve mathematical problems.	<p>3 Youth are given an opportunity to solve mathematical problems or apply mathematical knowledge and skills in only one context or setting.</p> <p>5 Youth are given opportunities to solve mathematical problems or apply mathematical knowledge and skills in two or more contexts or settings (e.g., Youth are asked to measure the length of a string using a ruler during an experiment; Youth look for patterns in fabric during an art exploration; Youth use a formula to calculate their weight on another planet.)</p>
3. 1 Youth do not develop or evaluate mathematical arguments.	<p>3 Once, youth develop or evaluate mathematical arguments using reasoning.</p> <p>5 More than once, youth develop or evaluate mathematical arguments using reasoning (e.g., "The reason I would go down Elm street rather than Monroe is because it is a straight line, and therefore a shorter distance." "I realized I must have an error with the decimal point because the amount seemed too small at the end.").</p>

MATH | Youth are supported in mathematical problem solving.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>4. 1 Staff does not support youth in linking concrete examples to principles, laws, categories, or formulas.</p>	<p>3 Once, staff support youth in linking concrete examples to principles, laws, categories, or formulas.</p> <p>5 More than once, staff support youth in linking concrete examples to principles, laws, categories, or formulas. (e.g., "Each of these shapes is an example of a quadrilateral because each has 4 sides." "There are 100 boxes, and I've shaded in 50 of them or 50/100 which is the same as 50% or one half.").</p>
<p>5. 1 Staff does not support youth in conveying concepts through symbols, models, or other nonverbal language.</p>	<p>3 Once, staff support youth in conveying concepts through symbols, models, or other nonverbal language.</p> <p>5 More than once, staff support youth in conveying concepts through symbols, models, or other nonverbal language (e.g., youth use diagrams, equations, flowcharts, idea webs, outlines, photographs, mock-ups, physical models, graphs, charts, tables, etc.).</p>

LITERACY | Youth are supported in reading and writing.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS	SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 No youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them, read parts of a play they'll perform).</p>	<p>3 Some youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them read parts of a play they'll perform).</p> <p>5 All youth read or participate in literacy activities (e.g., free reading time, read as part of academic skill building session, have stories read to them, read parts of a play they'll perform).</p>
<p>2. 1 Youth are not given opportunities to read.</p>	<p>3 Youth are given an opportunity to read in only one context or setting .</p> <p>5 Youth are given opportunities to read in 2 or more contexts or settings (e.g., "Sam, can you read the directions to the game for everyone?" "This is your free reading time. You all find a comfortable place to read.")</p>
<p>3. 1 Staff does not encourage youth to write about their experiences, feelings or opinions.</p>	<p>3 Staff encourages some youth to write about their experiences, feelings or opinions.</p> <p>5 Staff encourages all youth to write about their experiences, feelings or opinions.</p>
<p>4. 1 Staff does not talk with youth about vocabulary or the meaning or use of words.</p>	<p>3 Staff talks with youth about vocabulary or the meaning and use of words once (e.g., "So what would be another word you could use to say the same idea?")</p> <p>5 Staff talks with youth about vocabulary or the meaning and use of words more than once (e.g., "So what would be another word you could use to say the same idea?")</p>
<p>5. 1 Neither books/reading materials or comfortable reading places are provided for free reading.</p>	<p>3 Books and reading materials OR comfortable reading places are available for free reading .</p> <p>5 Books and reading materials at a variety of reading levels and comfortable reading places are available for free reading.</p>
<p>6. 1 Youth do not experience any of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling.</p>	<p>3 Youth experience one of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling.</p> <p>5 Youth experience two or more of the following: independent reading, read alouds, language games, book discussions, creative writing, acting out stories, journaling.</p>

GREETING TIME | Opening and arrival time.

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
1. 1 No youth are greeted by staff as they arrive or at the start of the program.	3 Some youth are greeted by staff as they arrive or at the start of the program.	5 All youth are greeted by staff as they arrive or at the start of the program.	<input checked="" type="checkbox"/> If greeting time was not observed, do not rate. Mark with an X. Not observed
2. 1 Staff does not provide youth with a routine for arrival time and does not start program day within 10 minutes of scheduled time.	3 Staff provides youth with a routine for arrival time or starts program day within 10 minutes of scheduled time, but not both.	5 Staff provides youth with a routine for arrival time and starts the program day within 10 minutes of scheduled time.	<input checked="" type="checkbox"/> Not observed
3. 1 There is not a welcoming activity or icebreaker to welcome the children to the program.	3 There is a welcoming activity or icebreaker to welcome the children to the program, but it does not incorporate themes, entertainment or aspects of program culture.	5 There is a welcoming activity or icebreaker to welcome the children to the program that incorporates themes, entertainment or aspects of program culture.	<input checked="" type="checkbox"/> Not observed

TRANSITIONS | When a group of children moves to another activity in a different location

ITEMS		SUPPORTING EVIDENCE/ANECDOTES
1. 1 Transition times are mostly disorganized and chaotic.	3 Some transition times are smooth and quick and some are not; or transition times are not smooth and quick, but are also not disorganized and chaotic.	5 All transition times are smooth and quick.
2. 1 Staff never clearly communicates to the children how the transition is to occur and the children do not follow procedures without explanation.	3 Sometimes staff clearly communicates to the children how the transition is to occur or the children sometimes appear to already follow the procedures without explanation.	5 Staff always clearly communicates to the children how the transition is to occur or the children appear to already follow the procedures without explanation.

DEPARTURE | When children leave program for the day

ITEMS	SUPPORTING EVIDENCE/ANECDOTES		
<p>1. 1 Departure time is disorganized and chaotic (e.g., children, parents, and staff are getting in each other's way, staff are not clear about who has already left, there is no organized procedure or it is not followed.)</p>	<p>3 The departure process is partially organized and partially disorganized, OR there is an organized departure process, but all staff do not follow it completely.</p>	<p>5 There is an organized departure process and all staff follow it carefully (e.g., there is a sign-out process for parents when picking up children, staff make sure children go home with authorized person, staff keep track of who has left if children go home on their own or use other forms of transportation).</p>	<input checked="" type="checkbox"/> Not observed
<p>2. 1 Children who are not leaving do not have constructive activities to do while they wait.</p>	<p>3 Children who are not leaving sometimes have constructive activities to do while they wait.</p>	<p>5 Children who are not leaving always have constructive activities to do while they wait.</p>	<input checked="" type="checkbox"/> If program buses children home, score X. <input type="checkbox"/> Not observed
<p>3. 1 Staff does not touch base, provide updates, greet or acknowledge any parents/guardians.</p>	<p>3 Staff touches base, provides updates, greets, or acknowledges at least some of the parents/guardians.</p>	<p>5 Staff greets or acknowledges all the parents/guardians or others that pick up children AND touches base or provides updates to at least some.</p>	<input checked="" type="checkbox"/> If program buses children home, score X. <input type="checkbox"/> Not observed

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