## **Child Program Quality Instrument**

**Directions:** The following statements describe how your program may work. Please pick the smiley face that shows how frequently the following happens in your program. For example, if a statement happens all the time, select the face with the biggest smile for "Always."

|   | Never      | Rarely     | Some-<br>times | A lot       | Always           |
|---|------------|------------|----------------|-------------|------------------|
|   | 1          | 2          | 3              | 4           | 5                |
| Young people feel safe when they are at the program.              | (:)        | $\bigcirc$ | $\odot$        | <b>(;;)</b> | $( \mathbf{i} )$ |
| Adults in this program are good listeners.                        | $\bigcirc$ | $\bigcirc$ | $\odot$        | (i)<br>(i)  | $(\mathbf{i})$   |
| Adults are eager to help young people.                            | $\bigcirc$ | $\bigcirc$ | $\odot$        | :D          | (i)              |
| Young people are willing to help each other.                      | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| The program has rules about what sorts of behaviors are expected. | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| Adults treat young people fairly.                                 | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| Young people are kind to one another.                             | $\bigcirc$ | $\bigcirc$ | $\odot$        | (:D         | (i)              |
| Young people choose the activities they want to do.               | $\bigcirc$ | $\bigcirc$ | $\odot$        | :D          | (i)              |
| Young people are encouraged to be leaders.                        | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| Young people learn from activities that are challenging.          | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| Young people learn about different cultures.                      | $\bigcirc$ | $\bigcirc$ | $\odot$        |             | $(\mathbf{i})$   |
| Young people learn new ways to communicate their ideas.           | $\bigcirc$ | $\bigcirc$ | $\odot$        | (i)         | $(\mathbf{i})$   |

Borden, L. M., & Perkins, D. F. (2003). Youth program quality instrument [Measurement instrument]. Unpublished instrument.

| Guidelines and rules are enforced daily.   | $\bigcirc$ | $\bigcirc$ | $\odot$        | (i) | $(\mathbf{i})$ |
|--|------------|------------|----------------|-----|----------------|
| Everyone's family gets invited to come to the program's activities.                          | $\bigcirc$ | ( )        | $(\mathbf{i})$ | (:D | (i)            |
| Young people learn about community resources (e.g., libraries, parks and health department). | $(\cdot)$  | (:)        | $(\mathbf{i})$ | (:D | (i)            |
| Young people contribute to the community by helping others.                                  | (:)        | (:)        | (:)            | (I) | (i)            |
| Young people feel accepted.  | $(\cdot)$  | ( )        | ( )            | (:D | (i)            |
| Young people feel like they can be themselves.   | $\bigcirc$ | $\bigcirc$ | $\odot$        | :D  | $(\mathbf{i})$ |
| Adults get to know young people by interacting with them.                                    | $\bigcirc$ | $\bigcirc$ | $\odot$        | (I) | $(\mathbf{i})$ |