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**TEAM CONSENSUS TOOL EXAMPLE**

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| **INDICATORS** | **TEAM RATING** | **Poor Examples of**  **TEAM COMMENT** | **Good Examples of**  **TEAM COMMENT** |
| **Activities, GP1** | | | |
| 4.1.1 Activities are intentionally planned to align with the clear mission statement and goals of the program and to promote the development of all youth. | 2 | I believe we could have a better, more planned way of designing programs and lessons. We are committed to meeting youth where they are and working with them to acquire the skills and resources they need to achieve their potential. We meet with our partner organizations and we understand our youths’ needs. | We have monthly meetings with the organization we partner with to deliver digital literacy programming so the organization can tell us any concerns they have and we can make sure curriculum aligns to our mission and the skill development of all our youth. The partner organization designs most of the curriculum; our staff weighs in during these meetings in order to ensure that they are age-appropriate and build skills. We also involve the volunteers on rotation at these meetings, since they connect with the students day-to-day on a more individual level and have a good sense of our students’ skill sets.  While we know homework help and standardized test prep support students’ learning, we realize those activities do not quite align with our mission. |
| 4.1.2 Addresses the academic, physical, social, and emotional needs of the participants which incorporates a variety of age-appropriate instructional strategies to help youth participants build and master skills and content. | 3 | We have a lot of different kinds of programming. We partner with local organizations in order to deliver that programming. | Our organization’s focus is mostly on the academic needs of the participants since we teach digital literacy. The organization that we partner with to deliver digital literacy programming has age-appropriate curriculum. We meet monthly in order to discuss whether their delivery of curriculum includes hands-on activities, fishbowls, and storytelling. We also partner with local universities and private sector tech companies in order to provide students with special outings that give them a glimpse into future occupations.  One major weakness we have is that we currently do not give students freedom to build skills on their own so they lose a lot of the skills they learn through the digital literacy curriculum due to not practicing it enough. |
| 4.1.3 Staff including volunteers and interns receive training to help them effectively implement age and skill appropriate activities and equip staff to understand youth’s interests, talents, life experiences, and developmental needs. | 3 | Student ideas are used to design curriculum. We are unaware of the training our partner organization offers to its staff. Our staff receives some training, and upper level staff is always open to supporting lower level staff. | Our volunteers do not get any training other than a quick orientation, but they are aware of youth developmental stages because of that orientation. This prepares them to better understand the youth participants. Volunteers are encouraged to present youth participant feedback that they have received informally through their work when volunteers participate in monthly meetings with our digital literacy partner organization.  The instructors with this partner organization receive extensive and continuous training in instructional strategy and positive youth development. Our staff attend paid professional development session at least once every two months |