Youth PQA Adaptations for Virtual Program Observation

This document is intended as a guide to support the use of the Youth PQA in virtual program observations and self-assessment. Each item from the Youth PQA, below, is color-coded according to its potential for application or adaptation to virtual program observation and assessment. The accompanying document, *Virtual Program Preparation & Safety Checklist*, outlines additional considerations for quality practices in a virtual space.

KEY

To be scored unmodified for virtual observation.
Could be scored unmodified for virtual observation (relevant examples may differ from items in PQA).
These items either are not likely be observed during the virtual observation or pose challenge due to modality limitations. Some of these items have been incorporated into a checklist. See *Virtual Program Preparation & Safety Checklist* for alternate considerations).
Could be omitted for virtual observation.

I. SAFE ENVIRONMENT

Emotional Safety
1. Positive emotional climate
2. Lack of bias

Healthy Environment
1. Free of health and safety hazards
2. Clean and sanitary
3. Adequate ventilation and lighting
4. Comfortable temperature

Emergency Preparedness
1. Posted emergency procedures
2. Accessible fire extinguisher
3. Visible first-aid kit
4. Appropriate safety equipment
5. Supervised indoor entrances
6. Supervised access to outdoors

Accommodating Environment
1. Sufficient Space
2. Suitable Space
3. Enough comfortable furniture
4. Flexible physical environment

Nourishment
1. Available drinking water
2. Plentiful food and drinks
3. Nutritious food and drink

II. SUPPORTIVE ENVIRONMENT

Warm Welcome
1. Youth greeted
2. Staff warm and respectful
3. Positive staff body language

Session Flow
1. Starts and ends on time
2. Materials ready
3. Sufficient materials
4. Explains activities clearly
5. Appropriate time for activities

Active Engagement
1. Youth engage with materials or ideas
2. Youth talk about activities
3. Balance concrete and abstract
4. Tangible products or performances

II. SUPPORTIVE ENVIRONMENT (continued)

Skill-Building
1. Learning Focus linked to activity
2. Staff encourages to try skills
3. Staff models skills
4. Staff breaks down tasks
5. Support for struggling youth

Encouragement
1. Staff uses non-evaluative language
2. Staff asks open-ended questions
3. Staff actively involved

Reframing Conflict
1. Staff approaches calmly
2. Staff seeks youth input
3. Youth examine actions and consequences
4. Staff acknowledges and follows up

III. INTERACTION

Belonging
1. Opportunities for youth to get to know each other
2. Inclusive relationships
3. Youth identify with program
4. Public acknowledgement of achievements

Collaboration
1. Opportunities to work cooperatively
2. Interdependent roles
3. Shared goals

Leadership
1. Practice group process skills
2. Mentoring opportunities
3. All youth lead group

Adult Partners
1. Staff shares control with youth
2. Expectations explained

IV. ENGAGEMENT

Planning
1. Opportunities to make plans
2. Multiple planning strategies used

Choice
1. Content alternatives
2. Process alternatives

Reflection
1. Intentional reflection
2. Multiple reflection strategies
3. Structured opportunities to provide feedback
4. Structured opportunities to present to a group