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CENTER FOR YOUTH
PROGRAM QUALITY



pqa basics crash course

Agenda

- Welcome
- Assess-Plan-Improve
- PQA overview
- Observation and Note Taking
- Planning for Data Collection and Scoring

Goals

Team members will

- understand the team based, non-punitive nature of self assessment.
- have a working understanding of the PQA tool and what it measures.
- grasp the importance of objective observations to drive scoring decisions.

Researchers Agree

on what it takes to support positive youth development.

The National Research Council & Institute for Medicine list the following key features of positive youth development settings:

- **Physical and psychological safety**
- **Appropriate structure**
- **Supportive relationships**
- **Opportunities to belong**
- **Positive social norms**
- **Support for efficacy and mattering**
- **Opportunities for skill-building**
- **Integration of family, school and community efforts**

- Community Programs to Promote Youth Development, 2002

The Pyramid of Program Quality

Higher order engagement through choice, planning, and reflection.

ENGAGEMENT

Interaction through cooperative learning and leadership opportunities.

INTERACTION

Supportive environment through welcoming, conflict resolution, active learning, encouragement, and skill-building.

SUPPORTIVE ENVIRONMENT

Physical safety, emotional safety, and inclusive practices.

SAFE ENVIRONMENT

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Youth decision-making in the organization.
Time and space for staff to grow professionally.

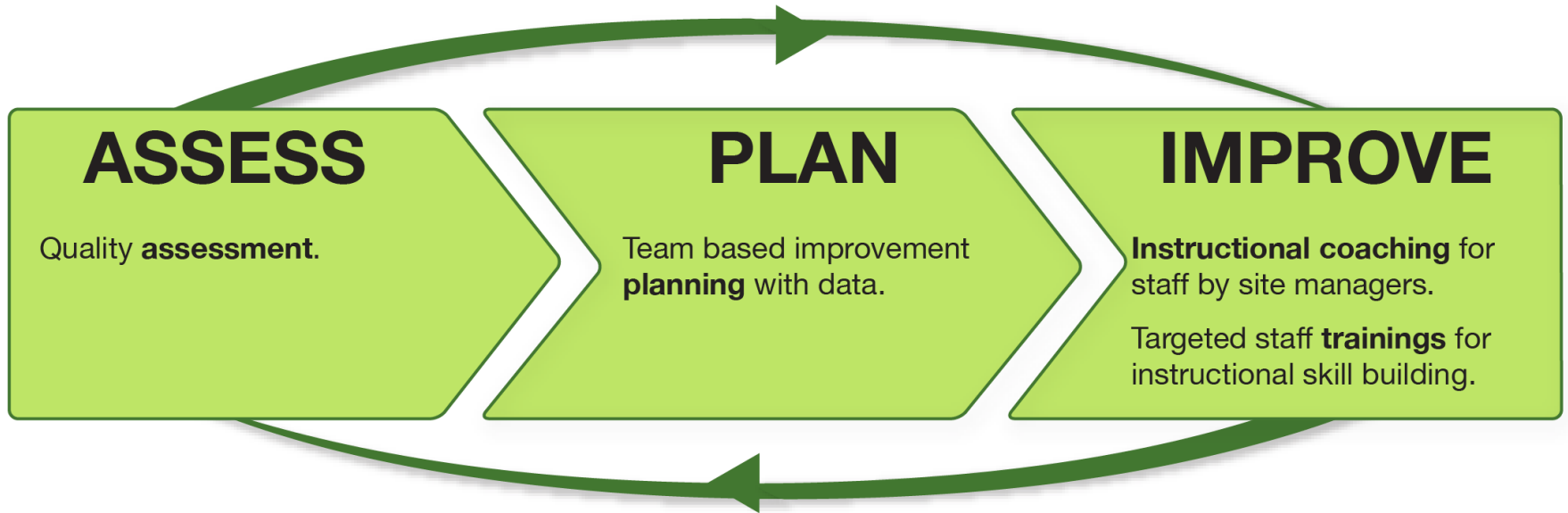
YOUTH VOICE IN GOVERNANCE
PROFESSIONAL LEARNING COMMUNITY

Quality Construct: What is the Youth PQA?

1. A **validated** instrument designed to assess the quality of youth programs and identify staff training needs.
2. A set of items that measures youth access to **key developmental experiences**.
3. A tool which produces scores that can be used for comparison and assessment of **progress over time**.



Youth Program Quality Intervention (YPQI)



Card Sorting Activity

I Safe Environment

Emotional Safety
Healthy Environment
Emergency Preparedness
Accommodating Environment
Nourishment

Psychological and emotional safety is promoted.

II Supportive Environment

Session Flow
Warm Welcome
Active Engagement
Skill-Building
Encouragement
Reframing Conflict

III Safe Environment

Session f
planned
presented
paced
youth

IV Engage Environment

Planning
Choice
Reflection

Youth have opportunities to make plans.

“Form” PQA Sample Item

“Domain”

III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

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

ITEMS **“scale”** SUPPORTING EVIDENCE

1 Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).

3 Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session).

5 Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities)



The staff started the session by facilitating 2 icebreakers (all of my neighbors and 2 truths and a lie)

“anecdotal evidence”

“level/ indicator/ descriptor”

“item”

Smoke
LUCKY RAFTS
THEY SATISFY

DOMING SOAP
CREAMS
BATHES
DURA
BY L. FORD AT SANDS

WOMEN WHO WANT THEM
AT
CAMP FOX & WILD
THEY'RE IN A HAPPY LAND
Beverly Hills

PART OF THE
ALL DAY
MUSIC
BY THE...

EXPRESS

SCOTLAND PK.

THE MAN!



Note Taking

MORE EFFECTIVE NOTES

- Are factual and objective
- Offer rich detail in snapshot form
- Focus on the interactions
- Contain quotes
- *Can stand alone*
 - someone who was not there should be able to read the notes and know what happened

LESS EFFECTIVE NOTES

- Use subjective terms such as good or bad
- State opinions
- Make assumptions
- Are too vague, lack detail
- Summarize discussions instead of using quotes

Planning for Data Collection and Scoring

- How many observations will we conduct?
- Which offerings will we observe?
- Who will observe whom?
- What day and what time?
- What coverage is needed?
- When will our scoring meeting be? (Remember to budget 3 hours)
- Any other concerns?

Reflection

