

Introduction to the Youth PQA

The agenda that appears on the next several pages is designed for those who have completed the PQA Basics and wish to share the PQA and Self-Assessment process with their staff or colleagues. Typically, this means you have completed the training yourself and now you are going back to facilitate the self-assessment process with your team.

We recommend you adopt three goals for this introduction to the PQA and self-assessment:

After participating in this meeting, team members will:

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

If you have ideas for ways to meet these goals that go beyond this agenda, we encourage you to use them! We estimate that this agenda will take about an hour, maybe more, depending on the size of your group.

Preparation

Make sure you have all the materials listed below. Also, we recommend that you ***ask your staff to read the first 2 pages of the PQA handbook before the meeting or show the CQI overview video located in the PREPARE section of the CQI toolkit.***

- ▶ Web access and a projector
- ▶ PQA Crash Course Slides
- ▶ Youth PQA (one for each participant)
- ▶ Index Cards

Overview

1. Welcome (5 minutes)
2. Introduction to the Program Quality Assessment (PQA) (10 minutes)
3. PQA Sort (10-20 minutes)
4. Observation & Note Taking (10-20 minutes)
5. Planning for Data Collection & Scoring (10-20 minutes)
6. Closing Reflection (5 minutes)



Welcome (5 minutes)

Welcome participants to the workshop and introduce yourself. You might also lead your team through an icebreaker or energizer to start the meeting off on a positive note.

Introduction to the Program Quality Assessment (PQA) (10 minutes)

Present the first 7 slides. Notes are provided in the downloadable annotated slideshow.

Introduction to the Youth PQA

Objectives

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

Weikart Center's Pyramid of Program Quality

- Higher order engagement through choice, planning, and reflection
- Mentorship through responsible mentoring and leadership opportunities
- Supportive environment through mentoring, positive feedback, skill training, encouragement, and skill-building
- Physical safety, emotional safety, and inclusive practices
- Youth development in the organization

Agenda

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

Partnership

- BGCA has partnered with the David P. Weikart Center for Program Quality to develop a CQI system specifically for Clubs, based on the Weikart Center's evidence-based Youth Program Quality Intervention
- The Introduction to the Youth PQA has been adapted with permission from the David P. Weikart Center for Youth Program Quality.

Quality Construct: Weikart Center's 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**.

PQA Sort (10-20 minutes)

For the next ten minutes, we will be assessing different aspects of our program. Each card represents one item on the PQA. Have participants each randomly select a number between 3 and 20. Ask them to turn to that page in the Youth PQA. Read each item and decide if the program is low, medium, or high quality. As we rate each item, one person should share an example or anecdote that supports the rating."

If there are more than five people in the group, they can be divided into pairs or smaller groups, otherwise everyone can work together. Cards can be chosen randomly. After groups are done, facilitate a reflection discussion. Here are some questions you might use:

How did it feel to self-assess in this way?

How did you know how to rate each item?

Were you surprised by any of the scores or did you disagree with any?

What were some of the limitations of this process?

PQA Sorting Activity

- Pick a number 3-20
- Turn to that page in the PQA
- Decide if the program is low, medium, or high quality based on the descriptor for each item
- Provide supporting Evidence on why you rated each item the way you did.

David P. Weikart Center for Youth Program Quality: Introduction to the Youth PQA 8

Present slide 9, with the sample item. Note there are two versions of this slide; present the item for the tool you are using (Youth).

Observation and Note Taking (10-20 minutes)

Show slide 10, people on the train. Ask, *What do you see here?* Guide participants to the concept of objective observation.

Divide large group into three smaller groups (you may have people working individually or going up more than once). Assign one group a freeze-frame scene, one a silent picture, and one a “talkie” Give each and group two minutes to plan their skit, then 30 seconds to present. Instruct observers to take notes while their peers present.

After skits are done, facilitate a reflection discussion. Some questions you might use:

What did the audience get right?
What did they miss?
What does this mean for how we observe?

Present slide 11, Note Taking. Explain the difference between effective and ineffective notes. Discuss the principles and logistics of observing and taking notes.

PQA Sample Item

David F. Walker Center for Youth Program Quality: Introduction to the Youth PQA

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

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

Form	Domain	Scale	Supporting Evidence
1 Youth have no opportunities to get to know each other (beyond staff-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 stories, welcomes of new group members, celebrations, and a variety of groupings for activities).	The staff started the session by introducing 2 icebreakers (at my neighbors and 2 yours and a tie)

Annotations: "level indicator/descriptor", "item", "anecdotal evidence"



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 (10-20 minutes)

Show slide 12, Planning for Data Collection and Scoring.

As a group, determine the logistics for data collection and agree upon dates. Use the questions provided as a guide. Refer to your handbook for more information.

If you have external assessor(s) coming in, this is a good time to explain that person's role.

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?

Closing Reflection (5 minutes)

Distribute 3x5 cards to each participant. Instruct everyone to write one hope that they have for the self-assessment process, and on the other side, one fear that they have. Have volunteers share their fears first, then their hopes.

Reflection

Fear: something you are nervous about or afraid of as you move into the team self assessment.

Hope: something you hope to gain as the team self-assessment

Sticky notes: Hopes, Fears