Objectives: Continuous Quality Improvement

Participants will:

- Learn why program quality matters.
- Learn about the Program Quality Assessment (PQA) tools: Youth, School Age and Summer Learning
- Learn the basic steps of the Youth Program Quality Intervention (YPQI).
- Consider the next steps to implement the YPQI in your setting.
Agenda: Continuous Quality Improvement

- Introductions
- Opening Activity: Rate your Program!
- Why Focus on Program Quality?
- What is the PQA?
- What is the YPQI?
- Program Self Assessment and External Assessment
- Next Steps
Introductions from a few of the organizations on the webinar!

Introduce yourself with:
1. Your name.
2. Your organization and location.
3. One thing you are looking forward to about learning about the quality improvement process.
Rate Your Program

Think about a program you work with or know well. For the following activity, rate your program in each element of program quality. Use the following criteria:

1
Not Yet

3
Sometimes

5
Almost Always
Rate Your Program: Safe Environment

✈ There is no evidence of bias, rather there is mutual respect for and inclusion of others of a different religion, ethnicity, race, class, gender, appearance, ability or sexual orientation.

1 3 5
Not Yet Sometimes Almost Always
Rate Your Program: Supportive Environment

- Staff mainly uses a warm tone of voice and respectful language

1 3 5
Not Yet Sometimes Almost Always

*6=Mute *7=Unmute
Rate Your Program: Interaction

phet

Staff shares control of most activities with youth, providing guidance and facilitation, while retaining overall responsibility (e.g. staff uses youth leaders, semiautonomous small groups or individually guided activities)

1 Not Yet
3 Sometimes
5 Almost Always
Rate Your Program: Engagement

- Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities

1 Not Yet 3 Sometimes 5 Almost Always
Rate Your Program: Reflection

- What was challenging about that activity?
- What is one question that arose for you?
WHY FOCUS ON PROGRAM QUALITY?
Researchers Agree on What It Takes to Support 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
WHAT IS THE YOUTH PQA?
Youth PQA History

- Youth PQA grew out of 40 years running summer camp for teens: Institute For IDEAS.
- Former HighScope Youth Development Group extracted best practices, developed training & then the Youth PQA.
- Youth PQA is similar to Preschool PQA which was rooted in the Perry Preschool Research Study done by HighScope.
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**.

4. The Youth PQA is designed for grades 4-12
Other PQA Tools

1. School-Age PQA (Grades K-6)
2. SEL Core PQA (Grades K-12) — validation in process
3. Summer Learning PQA (Grades K-12)
Higher scores are associated with higher levels of youth engagement

- Youth self-reports of:
  - Belonging
  - Interest
  - Challenge
  - Learning
Lower scores are associated with youth disinterest

- Engagement
- Interaction
- Supportive Environment
- Safe Environment

Youth Voice in Governance Professional Learning Community
High quality instruction provides youth with opportunities to practice emerging social and emotional skills...

★ Efficacy
★ Communication
★ Empathy
★ Problem Solving

...that support success in adolescence and early adulthood.
Quality Construct: The Pyramid of Program Quality

- **Safe Environment**
  - Emotional Safety
  - Healthy Environment
  - Emergency Preparedness
  - Accommodating Environment
  - Nourishment

- **Supportive Environment**
  - Warm Welcome
  - Active Engagement
  - Encouragement

- **Interaction**
  - Belonging
  - Collaboration
  - Leadership
  - Adult Partners

- **Engagement**
  - Planning
  - Choice
  - Reflection

**Youth Voice in Governance**

**Professional Learning Community**
### III. INTERACTION: BELONGING | COLLABORATION | LEADERSHIP | ADULT PARTNERS

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

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SUPPORTING EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Youth have no opportunities to get to know each other (beyond self-selected pairs or small cliques).</td>
<td>The staff started the session by facilitating 2 icebreakers (all of my neighbors and 2 truths and a lie)</td>
</tr>
<tr>
<td>3Youth have informal opportunities to get to know each other (e.g., youth engage in informal conversations before, during, or after session.</td>
<td></td>
</tr>
<tr>
<td>5Youth 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)</td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS THE YPQI PROCESS?

ASSESS
Collect data about your program.

PLAN
Create an improvement plan based on data.

IMPROVE
Carry out your plan. Train and coach staff.
## Where does the process happen?

<table>
<thead>
<tr>
<th>Setting</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Setting</td>
<td>Policy enacts standards and supports</td>
</tr>
<tr>
<td></td>
<td>Manager engages standards and supports</td>
</tr>
<tr>
<td>Organization Setting</td>
<td>Manager enacts continuous improvement practices</td>
</tr>
<tr>
<td></td>
<td>Staff engages in continuous improvement practices</td>
</tr>
<tr>
<td>Point of Service Setting</td>
<td>Staff enacts instructional practices</td>
</tr>
<tr>
<td></td>
<td>Young engage in instruction and build skills</td>
</tr>
</tbody>
</table>
PROGRAM SELF ASSESSMENT STEP BY STEP

ASSESS
- Lead a team to assess the quality of instruction
- Provide real-time staff performance feedback

PLAN
- Lead team to create an improvement plan based on data
- Select aligned methods training for direct staff

IMPROVE
- Carry out plan to improve instructional quality
- Monitor progress and repeat cycle
Assess

The PQA allows you to observe what actually goes on in your youth programs.

How often do you have the time or energy to simply observe a program led by another staff?

How often do you rely on what you think happens in your programs?
Plan

Looking at the results of your assessment gives you a chance to make concrete plans.

What are your program strengths?

What do you want to improve?
Improve

During the improve phase you will implement your plans.

Targeted trainings.

Additional resources as needed.

Possible changes to the curriculum.
**IMPROVE: Youth Work Methods Workshops**

The improvement process is supported with professional development workshops:

- **Engagement**
  - Youth Voice
  - Planning and Reflection

- **Interaction**
  - Building Community
  - Cooperative Learning
  - Homework Help

- **Supportive Environment**
  - Active Learning
  - Ask - Listen - Encourage
  - Reframing Conflict

- **Safe Environment**
  - Structure and Clear Limits

- **Youth Voice in Governance**
  - Professional Learning Community
  - Teen Advisory Council
  - Introduction to the Active-Participatory Approach
Program Self Assessment: Questions?

ASSESS
- Lead a team to assess the quality of instruction
- Provide real-time staff performance feedback

PLAN
- Lead team to create an improvement plan based on data
- Select aligned methods training for direct staff

IMPROVE
- Carry out plan to improve instructional quality
- Monitor progress and repeat cycle
NEXT STEPS
PQA Basics

✧ Team leaders attend.
✧ At the training, team leaders receive a handbook and copies of the PQA to use for program self assessments.
✧ Team Leaders take the information back to additional program self assessment team members.
External Assessor Training

- Two day training to become a reliable rater.
- At the training, team leaders receive a handbook and copies of the PQA to use for external assessments.
- Reliability requires 80% alignment with the master scores.
LINGERING QUESTIONS?
Please complete the webinar feedback survey.

THANK YOU AND GOOD LUCK!