

# Youth Program Quality Assessment (PQA)

**CLICK HERE  
TO ACCESS THE TOOL.**

## OVERVIEW

- This is an observational measure that assesses the quality of learning environments and identifies staff training needs and can be used an external assessment, internal assessment, or self-assessment
- This measure is very comprehensive and provides thorough instructions and explanation of the process within the tool package

## SUBSCALES

- **Safe Environment**  
E.g., Emotional Safety, Accommodating Environment
- **Supportive Environment**  
- E.g., Warm Welcome, Active Engagement
- **Interaction**  
- E.g., Collaboration, Leadership
- **Engagement**  
- E.g., Choice, Reflection

## TARGET POPULATION

- Program staff, administrators, researchers, youth
- An internal, external, and self-assessment can be conducted using the Youth PQA

## LENGTH & HOW IT IS MEASURED

- 63 items across 18 subscales
- Field notes should be taken during the program observation and measure should be completed at the of the program session
- For each question, a 3-point scale is provided, outlining examples for each items as to what a 1 (none of something), 3 (some of something), and 5 (all of something occurs)
- Scores are averaged by domains and subscales
- Available in: English, Spanish

## DEVELOPER

- The Forum for Youth Investment, 2012

## GOOD TO KNOW

- Please note you have to register online at [cypq.org/downloadpqa](http://cypq.org/downloadpqa) to get access to this tool.
- Before using this tool, it is recommended to read through the **Youth Program Quality Assessment Handbook** and that you, or someone in your evaluation team, attend a one-day PQA Basics Training.
- There are several versions of this tool based on the age of youth participants and the context which you are interested in evaluating (e.g., School-Aged PQA for grades K-6, Youth PQA for grades 4-12, Youth PQA Short-form, Camp, Arts, Academic, Summer Learning, Health & Wellness, STEM)
- There is an additional section of this questionnaire that also measure Organization items, such as policies, practices, staff development, and strategies for program improvement

## PSYCHOMETRICS

- **Reliability**  
-Internal Consistency  
-Inter-rater reliability (.38-.84)
- **Validity**  
- Content validity, Construct Validity  
- Convergent and Discriminant

## LEARN MORE

- Akiva, T. (2005). Turning training into results: The new youth program quality assessment. *High/Scope Resource*, 24, 21–24.
- Akiva, T., & Jones, M. I. (2007). *Youth program quality assessment handbook*. Ypsilanti, MI: High/Scope Press.
- Smith, C., & Hohmann, C. (2005). Full findings from the Youth PQA validation study. Ypsilanti, MI: High/Scope Educational Research Foundation. Retrieved from <http://www.cypq.org/sites/cypq.org/files/publications/YPQA%20Interrater%2006.pdf>
- Smith, C., Lo, Y. J., Sugar, S. A., Akiva, T., Frank, K. A., Devaney, T., et al. (in preparation). Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study. Ypsilanti, MI: David P. Weikart Center for Youth Program Quality.