Common Measure: Program Quality, Youth

Instrument: Program Quality Instrument

Scale: Multiple

Developers: Borden, L. M. and Perkins, D. F. (original). Revised by Borden, L., Wiggs, C. and Schaller, A.

Year: 2012 (revised) 2003 (original)

Target Audience(s): Youth ages 9-18.

Language other than English Available: No

Type: Perceptions

Data Collected: Quantitative

Data Collection Format: Self-report – Pre/Post

Reading Level: Flesch-Kincaid Grade level: 5.2

Existence of test/technical manuals, user guides, supplemental materials: The survey and scales are available from Dr. Lynne Borden, University of Arizona at bordenl@ag.arizona.edu. There is no cost associated with use of the survey or its scales; however, proper citation of developers is necessary and the developer's request that any findings that may be relevant to the further development of the survey be shared.

Level of training necessary for administration/scoring/interpretation: None necessary for administration. Use of statistical software, such as PASW Statistics (SPSS) or Excel, will enable more accurate analysis of data, especially for large data sets. Some statistical knowledge for data entry and analysis recommended.

Widespread Use/Professional Endorsements: Borden, Wiggs, and Schaller piloted the measure in 2010 using a pre-post design on a sample of 143 youth participating in 4-H programming in 4 Arizona counties. The mean age of students at the initial assessment was 13.83 years (SD = 2.44) and 65.7% of the sample was female. In terms of ethnicity, 69.0% were Caucasian, 7.0% were Hispanic, 6.2% were American Indian or Alaskan Native, 3.9% were African American, and 14% were not defined by these previous categories.

Cost of Use: No costs associated with the use of this instrument.

Description:

- This measure contains 5 subscales designed to assess different aspects of effective program implementation and environment.
- Subscales include the following: (1) Physical/psychological safety, (2) Supportive relationships, (3) Positive social norms, (4) Support for efficacy/mattering, (5) Opportunities for skill building.
- These scales represent 5 of the original 10 scale included in the Program Quality Measure. Each of these subscales can be used as elements of effective program implementation and/or environment. The overall scale is designed to tap into general program implementation and environment.

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity with a particular scale/instrument, but rather lack of rigorous testing, for various reasons, by the developers.

Reliability:

Test-Retest**:** r = .21
Internal Consistency**:** α = .86
Inter-Rater Reliability**:** N/A

Validity:

Content/Face Validity**:** N/A
Criterion Validity: N/A
Construct Validity**:** N/A

Common Measure: Program Quality, Youth (Revised)

- A 22 item instrument that measures quality of program implementation and environment.
- Revisions in 2012 removed the following constructs: Appropriate Structure, sense of Belonging, Integration of Family, School and Community, Decision Making and Critical Thinking
- Reading level: Flesch-Kincaid Grade level 5.2.

Rating Scale
1 = Never
2 = Rarely
3 = Sometimes
4 = A lot
5 = Always

Items:
Because this scale contains 10 subscales, a sample item from each subscale is provided below

Physical/psychological safety: (Items 1-6)
In this program young people participate without fear of being teased or laughed at.

Supportive Relationships: (Items 7-9)
In this program adults make sure the rules are being followed.

Positive Social Norms: (Items 10-13)
In this program young people respect one another.

Support for Efficacy/Mattering: (Items 14-16)
In this program young people and adults work together to plan activities.

Opportunities for Skill Building: (Items 17-22)
In this program young people learn about getting along with others.

Scoring:
- Items 1, 2, 3, and 4 are reverse coded.
- Higher ratings indicate higher quality program implementation and/or environment.
- Average items together for individual subscales. Individual subscales are averaged to create the total scale.