

2017-18 Youth and School-Age PQAs Minor Revisions

Minor updates have been made to the Youth and School-Age PQAs. The 2018 version of each of the tools is available to download as PDFs free of charge on the Weikart Center website (<http://cypq.org/downloadpqa>). The following summarizes the changes that have been made in the PQAs from June 2017 – June 2018.

Youth PQA

Emotional Safety – Item 2 (updated June 2018)

- Added the word race to read “...inclusion of others of a different religion, race/ethnicity...”

Emergency Preparedness – Item 5 (updated June 2017)

- An “X” scoring option was added. The wording in the “Supporting Evidence/Anecdotes” column should now read:
“Are entrances to the indoor program space supervised? If there is no indoor program space, do not rate. Write an “X” in the box at the left.”

Adult Partners – Item 2 (updated June 2017)

- An “X” scoring option was added. The wording in the “Supporting Evidence/Anecdotes” column should now read:
“Score X if no behavioral directions or guidelines are given.”

School Age PQA

Emotional Safety – Item 2 (updated June 2018)

- Added the word race to read “...inclusion of others of a different religion, race/ethnicity...”

School-Age Planning – Item 1 (updated June 2017)

- “who to do it with” has been removed in all three item descriptors and is no longer an example of how children make plans.

ITEMS		
1. (SA)	1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).	3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).
		5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).

This item is now the following:

ITEMS		
1. (SA)	1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).	3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).
		5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).