INTRODUCTION TO THE QUEST MODEL

Quality → Engagement → Skills → Transfer
Agenda

• What is the QuEST Model?
• Measurement along the QuEST continuum:
  • Quality
  • Engagement
  • Skills
  • Transfer outcomes
Who We Are

Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations working to advance the youth development field in order to improve outcomes for young people.

Representing the executive leadership of King County based youth serving organizations, YDEKC is uniquely positioned to advocate for its members with the systems (school districts, governments, the public) that they intersect with; to develop field level knowledge about best practices in youth development; and to build leadership strength in the non-profit youth serving sector.
Measurement along the continuum

AS Setting: Point of service session

Quality
Instruction, Content

Engagement
Behavior, Interest with challenge

Skill/Belief
Interpersonal, Intra-personal, Cognitive

Transfer Outcome
School Success: Achievement, Behavior

Cross-Setting Alignment

Time & Practice in AS Setting:
Multiple sessions

Transfer: Application of skills/ beliefs in new settings

Quality

- Typically program level
- Articulated in state-level standards
- Lever is usually funding
- Assessed using the Youth Program Quality Assessment and related instruments developed by the Weikart Center for Youth Program Quality
Pyramid of Program Quality

Source: David P. Weikart Center for Youth Program Quality, [http://www.cypq.org](http://www.cypq.org)
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Cross-Setting Alignment

Engagement

- Still conceptualized as “point-of-service”
- At the program level, the PQA has indicators of program practices that promote engagement
- At the youth level, engagement has affective (emotional), behavioral, and cognitive dimensions
- Youth-level measures not well defined, but typically include self-reported attitudes, program attendance, and (occasionally) observational measures
Transfer: Application of skills/beliefs in new settings

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Cross-Setting Alignment

Skills and Beliefs

- Social-emotional, non-cognitive, “soft,” or 21st-century skills, character traits, etc.
- Lack of clarity and consistency around definition and measurement
- Often the key contribution of youth development to collective impact efforts
Measurement Approaches

• Performance tasks
• Adult report on youth skills
• Youth self-report
  • Interviews
  • Focus groups
• Surveys
  • Post-only
  • Pre-/Post-
  • Retrospective pre-/post-
Transfer: Application of skills/beliefs in new settings

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Cross-Setting Alignment

Transfer Outcomes

- Skills and beliefs “transfer” across settings (e.g. positive mindsets → better performance in school)
- Evidence supports a link, but direction is unclear
- Youth development programs are often required to report on these
- Need not be academic, but very often are
Local Example of Cross-Setting Alignment

The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career in South Seattle and South King County.
Source: Community Center for Education Results
Possible Indicators

- Access to Out-of-School time services
- Existence of a formal coordinating entity
- Sustainable and diverse financial support
- Adoption and use of data and/or data systems
- Adoption and use of standards and aligned assessment tools across settings