University of California 4-H Program Quality Tool
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The University of California 4-H Program Quality Assessment Tool is adapted from the Youth Program Quality Assessment (YPQA) developed by the David P. Weikart Center for Youth Program Quality. We would like to thank Dr. Maria G. Fabregas Janerio and Dr. Shannon Horrillo for their feedback.

The tool is designed for 4-H teen and adult volunteers to assess the environment and learning opportunities available to youth during 4-H activities. This tool can be used at the beginning of the program year as a checklist or guide for designing a 4-H program/project, as well as during or at the end of the program year as an assessment of the program/project. This tool will help plan and strengthen programs/projects to result in better learning opportunities and outcomes for youth, prioritize the areas that need the most immediate improvement, and give volunteers the opportunity to brainstorm implementation strategies. ***This tool does not assess youth outcomes, nor is it a judgment of the capabilities of the 4-H volunteers or staff***. The tool is meant to help volunteers provide quality programming to youth. The tool is broken up into four documents (1 per section) so that you only need a copy of the sections you will observe.

This tool is not to be used across multiple clubs, projects, or delivery modes at a time. It is designed to measure one project, event, club, or camp at a time. Note: Throughout we use the term volunteer to refer to teens or adult volunteers. When programs are delivered by staff consider these terms interchangeable. This tool is available electronically at: http://4h.ucanr.edu/Resources/Evaluation/

INSTRUCTIONS

Each section contains items related to that overall topic area, and is scored on a scale of 1 to 5. Evidence for a level of 1, 3, and 5 is provided to assist in understanding what a "1" may look like, or a "3", and so on.

1) Read each topic or domain at the top, **in the grey bar** to understand the overarching goal for each of the indicators related to that topic.
2) Read each indicator, from left to right, one at a time.
3) Start at level one; if that level is untrue for you, move to level three. If that statement is still untrue for you, determine if you need to go back one step to level two or you need to move on to level five. If level five is untrue, but you have a higher rating than level three, then score a level four. A level may have more than one variable; you may meet one, but not the others. In that case you would go back down one level. If you are looking at level 3, but you don't meet all the requirements, you would mark a 2—because you already determined that you would mark higher than a 1.
4) Write the level you selected in the "Level" box
5) It is suggested that you provide evidence or an anecdote that supports that level.
6) Select up to 3 topics or domains with lowest levels to focus improvement efforts. Use the table on the last page to help you make an action plan.

Further instructions

Some sections may not be relevant to your program/project, or you may choose to focus on just one area at a time (e.g., "Safety"; "Teaching Strategies"). If it is not possible to complete the entire tool at once, we recommend completing it in the following sections: 1) Safety & Environment, 2) Relationship Building and Youth Engagement, 3) Community Involvement and Skill Building, and 4) Educational Practices ("Content", "Teaching Methods" and "Extended Learning").

For new volunteers, we recommend completing just the Safety & Environment section in the first year, and build up to the other sections each subsequent year. This will allow the volunteer time to get familiar with 4-H, meetings, and the language within the tool.

We recommend that project meetings, programs, etc. be rated across multiple meetings, especially if the entire tool is to be used. For example, members will likely not engage in service learning opportunities at the first meeting, but safety conversations will take place at this meeting. Rating multiple times the course of the program will allow observers or raters to see the progression of meetings over time.

Some of the safety sections ask about signage regarding fire extinguishers, emergency exits, etc. For meetings that take place in a home or in an environment that the project leader cannot change, it is the expectation that the project leader discusses with members about what to do an in emergency. For example, if there is a fire in the kitchen, what door should member use to exit the home?

Similarly, if the meeting is short and/or does not include a snack break, rating about the food served cannot be made. However, there is an expectation that water is available at all meetings and this can be rated.

Some pieces may feel that they are not applicable or do not fit your setting. We encourage to still try to rate the section or domain.

Use your judgement to decide how relevant a specific criteria is for the program you are rating or observing. For example, the "Warm Welcome" section within the "Safety & Environment" area, one criteria is that "volunteers greet the youth in only the volunteer's language". If the group is monocultural, then this statement is not applicable.

Some meeting locations may not be designed to be reflective of all cultures of the youth in the program (e.g., churches, private homes, etc.). We encourage you to ask youth to bring artifacts, food, photos, etc. that reflect their culture that can be on display during the meeting. These items can be the same of the course or the project or may rotate to be something new at each meeting.