

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. 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”). 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.

Safety and Environment

HEALTHY ENVIRONMENT: <i>The physical environment is safe and free of health hazards</i>		Level:
1	Major safety hazards (e.g., broken equipment) and sanitary concerns (e.g., spoiled food, dirty/clogged drains)	
3	Minor safety or health hazards, and sanitary concerns (e.g., unswept floor)	
5	No health or safety hazards, clean and sanitary	
ACCOMMODATING ENVIRONMENT: <i>Program space and furniture accommodate the activities</i>		Level:
1	Program space is crowded, there is not enough room for everyone and is not suitable for activities offered; room does not allow for personal space	
3	Program space is crowded in some areas, but is suitable for some of the activities offered; there is enough for some youth (but not all); interaction among youth is possible without interfering with personal space	
5	Program space allows youth and adults to move freely during activities and is suitable for all activities offered; there is enough for all youth participating in the program; youth are comfortable in their own personal space	
EMERGENCY PREPAREDNESS: <i>Appropriate emergency procedures and supplies are present</i>		Level:
1	No written emergency procedures or complete first-aid kit; no fire extinguisher; entrances and exits are unsupervised; signs are in one language; emergency procedures have not been discussed with youth	
3	Written emergency procedures, first-aid kits, and fire extinguishers not visible, but can be located; entrances and exits are sometimes supervised; signs are in one language; some emergency procedures have not been discussed with some but not all youth	
5	Written emergency procedures, first-aid kits, and fire extinguishers are all in plain view; entrances and exits are supervised; signs are in different languages reflecting the diversity of the youth; emergency procedures have been discussed with youth	
NOURISHMENT: <i>Healthy food and drinks are provided</i>		Level:
1	Drinking water, food and other drinks are not available; sugar-sweetened beverages are provided; food and drinks offered do not reflect the culture of all the youth	
3	Drinking water is available but not easily accessible; food and drinks are available, but there only enough for some youth to receive a serving; sugar-sweetened beverages are provided; food and drinks offered do not reflect the culture of all the youth;	
5	Drinking water is available and easily accessible to all youth; food and drinks are plentiful and available for all youth during the session; sugar-sweetened beverages are not provided food and drinks offered reflect the culture of all the youth;	

EMOTIONAL SAFETY: <i>Psychological and emotional safety is promoted</i>		Level:
1	Negative emotional climate (e.g., disrespectful, angry, rude, or hostile) not mediated; youth distributed in small groups or alone, no visible group or individual integration; easy to identify the main characteristics of the groups (ethnicity, language, ability etc.); program displays in the room do not reflect the culture of all the youth	
3	Emotional climate neutral, characterized by both positive and negative behaviors; some integration among groups visible (conversations, teamwork); still easy to identify the main characteristics of the groups (ethnicity, language, ability, etc.); some program displays in the room reflect the culture of all the youth	
5	Positive emotional climate (e.g., mutually respectful, relaxed, supportive); youth are integrated, no visible groups or segregation in the room; not easy to identify the main characteristics of the groups (ethnicity, language, ability, etc.); program displays in the room reflect the culture of all the youth	
WARM WELCOME: <i>Volunteers provide a welcoming atmosphere</i>		Level:
1	Youth are not greeted; volunteers greet the youth in only the volunteer's language; volunteers mainly use a negative tone, generally frown or scowl, avoid eye contact, are disrespectful; volunteers are all from one cultural group and no diversity is visible	
3	Some youth are greeted; volunteers greet the youth in different languages than their own; volunteers sometimes use a negative tone, frown or scowl, make eye contact, are respectful; volunteers may be from other cultures	
5	All youth are greeted; volunteers welcome the youth in their own language and make them feel part of the group; volunteers mainly use a warm tone of voice, smile, use friendly gestures, make eye contact, are respectful; there is a mix of volunteers from different cultural backgrounds	
SESSION FLOW: <i>Session flow is planned, presented and paced for youth</i>		Level:
1	Materials not prepared; there are not enough supplies available for all youth; activities not clearly explained; volunteers do not make arrangements for late arrivals	
3	Some materials are prepared; there are supplies available for some youth, some activities explained; volunteers make some arrangements for late arrivals	
5	All materials prepared; enough supplies for all youth; all activities clearly explained; volunteers make arrangements for late arrivals	

Instructions: 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.

Assessment Tool Category	Goal Selected	Pursuit of Strategies (By when? By whom? Action steps)	Shifting Gears (What might get in my way? What do I do then?)
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