

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.

Relationship Building

BELONGING: <i>Youth have opportunities to develop a sense of belonging</i>		Level:
1	No opportunities for youth to get to know each other; evidence of excluding peers (e.g., youth are avoided); no opportunities to acknowledge the achievements, work or contributions of youth	
3	Youth get to know each other as a by-product of an activity; some evidence of excluding peers; one opportunity to acknowledge the achievements, work, or contributions of some youth, but opportunity is unscheduled or impromptu	
5	Two or more opportunities for youth get to know each other; do not exhibit any exclusion or volunteers successfully intervene if exclusive behavior occurs; opportunities (e.g., group presentations) to publicly acknowledge achievements, work, or contributions	
REFRAMING CONFLICT: <i>Volunteers use youth-centered approaches to refrain conflict</i>		Level:
1	Volunteers approach conflicts or negative behavior by shaming, yelling, scolding or threatening youth; do not seek input from youth in determining either the cause or solution of conflicts/negative behavior; do not deal with the relationship between youth's actions and their consequences	
3	Volunteers sometimes do not approach conflicts or negative behavior calmly; seek input from youth in determining the cause or solution of conflicts and negative behavior; tell youth the relationship between their actions and consequences	
5	Volunteers always approach conflicts or negative behavior calmly; seek input from youth in order to determine both the cause and solution of conflicts and negative behaviors; encourage youth to examine the relationship between their actions and consequences	
ENCOURAGEMENT: <i>Volunteers support youth with encouragement</i>		Level:
1	Volunteers do not support multicultural and diverse contributions or accomplishments of youth; not actively involved with youth except for brief introductions, endings, or transitions	
3	Volunteers support some multicultural and diverse contributions or accomplishments of youth but use subjective or evaluation comments (e.g., "Good job!" "I like it!" or "You're so smart!"); sometimes or intermittently involved with youth	
5	Volunteers support and encourage multicultural and diverse contributions or accomplishments of youth by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community"); actively involved with youth most or all of the time	

Youth Engagement

ACTIVE ENGAGEMENT: <i>Activities support active engagement</i>		Level:
1	There are no opportunities for youth to engage with materials/ideas to improve a skill by practicing with adult guidance; no opportunities to talk about/communicate what they are doing and thinking; activities mostly involve waiting, listening, watching and repeating; limited/no relation to different cultural experiences	
3	There is one opportunity for youth to engage with a skill by practicing with adult guidance; some opportunities to talk about/communicate what they are doing; some activities reflect diversity and different cultural experiences	
5	There are two or more opportunities for youth to engage with a skill by practicing with adult guidance opportunities to talk about/communicate what they are doing; all activities reflect the diversity and cultural experiences of the youth	
ADULT PARTNERS: <i>Youth have opportunities to partner with adults</i>		Level:
1	Volunteers rarely share control of activities with youth; no explanation/reason for behavioral expectations, guidelines or directions are given	
3	Volunteers attempt to share control with youth but end up controlling most activities; provide explanation/reason for some behavioral expectations, guidelines or directions are given	
5	Volunteers share control of most activities with youth; provide explanation or reason for every behavioral expectation, guidelines or direction are given	
INPUT & DECISION-MAKING: <i>Youth have opportunities to make plans and opportunities to make choices based on their interest</i>		Level:
1	Volunteers do not provide opportunities for youth to make plans for project/activities; all the plans are individual efforts and not group experiences; activities never reflect the culture of the youth	
3	There is one opportunity for youth to make plans for a project/activities; choices are limited to discrete choices presented by the volunteers; some of the plans are individual efforts and some are group experiences; activities sometimes reflect the culture of the youth	
5	There are multiple opportunities for youth to make plans for project/activities; plans are group experiences; activities always reflect the culture of the youth	
LEADERSHIP: <i>Youth have opportunities to act as group facilitators and mentors</i>		Level:
1	Volunteers do not provide youth opportunities to practice leading a group or mentor an individual	
3	Volunteers provide all youth at least one opportunity to practice leading a group or mentor an individual	
5	Volunteers provide all youth multiple or extended opportunities to practice leading a group or mentor an individual	

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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