

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.

Community Involvement

KNOWLEDGE OF AND IMPACT ON COMMUNITY: <i>Youth are engaged in their communities (e.g., as guest speakers, learning about or having community partners attend a meeting, volunteering, community service, community open house events)</i>		Level:
1	Volunteers do not provide youth opportunities to connect to their communities in a variety of ways; youth are not aware of the places and spaces where young people live, work, learn, and play	
3	Volunteers provide all youth at least one opportunity to connect to their communities in a variety of ways, youth are aware of the places and spaces where young people live, work, learn, and play	
5	Volunteers provide all youth multiple opportunities to connect to their communities in a variety of ways; youth are aware of the places and spaces where young people live, work, learn, and play	

Skill Building

SKILL-BUILDING: <i>Volunteers provide opportunities for youth to building skills</i>		Level:
1	Volunteers do not support youth in finding and developing their passions or purpose; do not encourage youth to try out skills or attempt higher levels of performance, model skills, or break difficult task(s) into simpler steps; do not recognize youth's effort and persistence in trying to accomplish a task	
3	Volunteers sometimes support youth in finding and developing their passions or purpose; encourage some youth to try out skills, model skills and break difficult task(s) into simpler steps; sometimes recognizes youth's effort and persistence in trying to accomplish a task (volunteers do at least one of these)	
5	Volunteers support youth in finding and developing their passions or purpose; encourage all youth to try out skills, model skills and break difficult task(s) into simpler steps for all youth; recognize youth's effort and persistence in trying to accomplish a task	
REFLECTION: <i>Youth have opportunities to reflect (e.g., writing in journals, sharing, using media or technology, drawing, record keeping)</i>		Level:
1	Volunteers do not engage youth in an intentional process of reflecting on what they have done, experiences or learning; do not encourage youth to share or reflect with others; dismiss feedback from youth or youth have no opportunities to provide feedback	
3	Volunteers engage some youth in an intentional process of reflecting on what they have done, experiences or learning; sometimes encourage youth to share or reflect with others; is receptive to feedback initiated by youth, but do not solicit it	
5	Volunteers engage all youth in an intentional process of reflecting on what they have done, experiences or learning; encourage all youth to share or reflect with others; initiate structured opportunities for youth to give feedback on the activities (e.g., asks questions, provides evaluations)	

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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