

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.

Content

CONTENT: <i>Youth have access to high-quality content and educational materials related to one or more 4-H focus areas (science, engineering, technology, mathematics; healthy living; civic engagement; leadership)</i>		Level:
1	Volunteers do not use any educational materials or structured learning activities	
3	Volunteers use educational materials but may make <i>uninformed</i> modifications; educational materials not adapted to the culture of the youth to support cultural identity development, leadership and empowerment	
5	Volunteers use educational materials related to one or more 4-H focus areas (science, engineering, technology, mathematics; healthy living; civic engagement; leadership), but may make <i>informed</i> modifications; educational materials adapted to the culture of the youth to support cultural identity development, leadership and empowerment	
CULTURAL APPROPRIATENESS: <i>Youth have access to culturally appropriate programming</i>		Level:
1	Volunteers deliver the program in the same way it was designed/delivered in the past; do not make efforts to recognize, celebrate, and reinforce cultural and linguistic heritage and assets of youth	
3	Volunteers make some efforts to change the program to meet the needs of diverse youth; some efforts are made to recognize, celebrate, and reinforce cultural and linguistic heritage and assets of youth	
5	Volunteers intentionally make changes to the program so that it meets the needs of diverse youth; efforts are made to recognize, celebrate, and reinforce cultural and linguistic heritage and assets of youth	

Teaching Methods

LEARNING STRATEGIES: <i>Youth are provided with a variety of experiential learning opportunities</i>		Level:
1	Volunteers do not provide opportunities for project-based, hands-on learning; asks closed-ended questions; activities are structured	
3	Volunteers provides some opportunities for project-based, hands-on learning but there is no or minimal reflection or authentic application to youth's everyday life; youth are asked mainly closed-ended questions; activities are structured	
5	Volunteers provides multiple opportunities for project-based learning that involves an intentional combination of hands-on activities, with purposeful reflection and authentic application to youth's everyday life; volunteers facilitate discussion using open-ended questions; activities involve youth-planned and led investigations into phenomena with minimal instruction from an adult	
LEARNING DIFFERENCES: <i>Youth with learning have equal opportunities to participate in activities</i>		Level:
1	Volunteers make no reasonable accommodations to serve youth with learning differences (e.g., breaking activities into smaller parts, working in smaller groups, <i>or</i> providing extra time to complete tasks)	
3	Volunteers make some accommodations to serve youth with learning differences (e.g., breaking activities into smaller parts, working in smaller groups, <i>or</i> providing extra time to complete tasks)	
5	Volunteers make reasonable accommodations to serve youth with learning differences (e.g., breaking activities into smaller parts, working in smaller groups, <i>or</i> providing extra time to complete tasks)	

CULTURAL AWARENESS: <i>Youth are treated appropriately with respect to their culture</i>		Level:
1	Volunteers are not sensitive to role and status issues and calls on specific youth from different cultures to answer a question in a group; expect all the youth to look them in the eye	
3	Volunteers sometimes sensitive to role and status issues, but still occasionally call on specific youth from different cultures to answer a question in a group; sometimes expect all the youth to look them in the eye	
5	Volunteers are sensitive to role and status issues; do not call on specific youth from different cultures to answer a question in a group; do not expect all the youth to look them in the eye	
COLLABORATION: <i>Youth have opportunities to collaborate and work cooperatively with others</i>		Level:
1	Volunteers do not provide opportunities for youth to work cooperatively as a team or in a group, interdependent roles, or to work toward shared goals	
3	Volunteers provide opportunities for some youth to work cooperatively as a team or in a group, interdependent roles, or to work toward shared goals	
5	Volunteers provide opportunities for all youth to work cooperatively as a team or in a group, interdependent roles, or to work toward shared goals	
SERVICE LEARNING: <i>Youth have service learning opportunities (e.g., neighborhood clean-ups or community needs assessments); service learning combines service and education to address a recognized need in the community, and involves collaboration with others and time for reflection on the experience</i>		Level:
1	Volunteers do not provide youth with any opportunity to participate in service learning projects	
3	Volunteers provide youth with some opportunities to participate in service learning projects, but the volunteer chooses the project without input from the youth	
5	Volunteers provide youth with multiple opportunities to participate in service learning projects; youth are given the opportunity to plan and implement the project	

Extended Learning

EXTENDED LEARNING: <i>Youth have access to a variety of extending learning opportunities (e.g., public speaking, record keeping, Junior or Teen Leader positions, Teens-As-Teacher positions, exhibitions, conferences or field days)</i>		Level:
1	Volunteers do not provide youth with extended learning opportunities	
3	Volunteers provide one or two extended learning opportunities which are chosen by the adult	
5	Volunteers provide youth with multiple extended learning opportunities	

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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