

# 4-H Programs in Minnesota

4-H Programs in Minnesota

## V(A). Planned Program (Summary)

### 1. Name of the Planned Program

4-H Programs in Minnesota

## V(B). Program Knowledge Area(s)

### 1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
805	Community Institutions, Health, and Social Services	20%		0%	
806	Youth Development	80%		0%	
<b>Total</b>		100%		0%	

## V(C). Planned Program (Inputs)

### 1. Actual amount of professional FTE/SYs expended this Program

Year: 2007	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	44.1	0.0	0.0	0.0
<b>Actual</b>	44.0	0.0	0.0	0.0

### 2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 832747	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 1618855	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 6818864	1890 All Other	1862 All Other	1890 All Other
	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Recent research, reported previously to CSREES, has demonstrated the value of 4-H in the development of youth. 4-Hers are more likely to volunteer, to be involved in sports activities and to be involved in arts activities. They are less likely to spend more than six hours a week watching television or video games, less likely to steal, damage property, smoke, drink or ride in a car with someone who's been drinking.

With this information, UMN Extension has established goals to create greater access to these program outcomes, so that more groups of Minnesota youth can benefit. The team is also seeking to assure consistent quality across the state.

In 2007, UMN Extension organized its staff development and outreach events to address access and quality. Grow Green is an ongoing initiative to introduce new populations to 4-H in "Adventure" activities that engages youth so that they are more likely to link to long-term 4-H club membership. (Research has shown that eighteen months of programming is needed to assure an impact on youth development.) Staff is working to value and accept culturally appropriate programs, accepting differences in the model to reach diverse populations. Minnesota 4-H is implementing 4-H's national mission mandate by developing at least one science, engineering and technology, one Healthy Lifestyle and one Citizenship and Leadership focused group in each county.

**2. Brief description of the target audience**

The target market for 4-H clubs is youth, though adult club leaders are also provided training to assure quality control. The numbers of youth enrolled in clubs has grown from 27,096 in 2002 to 31,710. Part of that growth has come from outreach to diverse audiences. The team is charting its progress in reaching diverse youth.

Race and Ethnicity of 4H Youth in Minnesota

Race	Total Youth	% of 4H Membership	% of MN Population	American Indian	2443	2.2	1.0	Asian	3233
	2.9	3.3	Black or African-American	8154	7.2	4.1	Native Hawaiiin/other Pacific Islander	229.2	.1
	Hispanic or Latino	9450	8.4	2.9	White	87781	77.7	88.1	More than one race
					1965	1.7	1.4		

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	0	4500	159000	10
2007	13500	6877	113000	0

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year	Target
Plan:	0
2007:	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan			
2007	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

The number of underserved youth participating in 4-H program activities will increase yearly. (Target expressed as a percentage of youth involved in programs from groups targeted as "underserved.")

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	10	35

**Output #2**

**Output Measure**

Participants will be satisfied with the out-of-school activities delivered through the 4-H program. (Target expressed as percentage of those who are satisfied.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	95	90

**Output #3**

**Output Measure**

Well-trained adult volunteers will work with Minnesota's young people. (Target expressed as percentage of volunteered trained in effective practices for working with 4-H youth.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	75	74

**Output #4**

**Output Measure**

Learning settings (or point of service) in 4-H will meet the essential elements that promote positive youth development. (Target expressed as scores out of 20 items on the 4-H Youth Program Survey.)

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	16	15

**V(G). State Defined Outcomes**

<b>O No.</b>	<b>Outcome Name</b>
1	Youth involved in 4-H programs will experience positive outcomes (compared to another statewide sample) in keys of positive youth development including life skills, connection to peers, family, school and community, and engagement in pro-social and risk behaviors.

**Outcome #1**

**1. Outcome Measures**

*Not reporting on this Outcome for this Annual Report*

**2. Associated Institution Types**

**3a. Outcome Type:**

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
------	---------------------	--------

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
---------	----------------

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

Natural Disasters (drought, weather extremes, etc.)

Populations changes (immigration, new cultural groupings, etc.)

**Brief Explanation**

4-H programming in Minnesota is working for the future of all Minnesotans by addressing the development of diverse youth.

Floods in southeast Minnesota affected the activities of several 4-H clubs, and youth extended a helping hand. Wabasha County 4-Hers spent nearly 500 hours helping clean mud from homes and outbuildings and assembling relief packages for displaced residents in the Stockton area. In Winona and Fillmore counties 4-H organized an eight-week, after-school program for children of families affected by the flood.

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

After Only (post program)

Time series (multiple points before and after program)

Case Study

Comparisons between program participants (individuals, group, organizations) and non-participants

Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

Comparison between locales where the program operates and sites without program intervention

**Evaluation Results**

Findings of the longitudinal Tufts study on 4H programming were analyzed for Minnesota findings.

4-H youth who participated in the study show evidence of active involvement, contribution and leadership. These youth are active in a variety of additional activities, in addition to 4-H: 53% in weekly community programs and 21% in monthly programs. Participants are also often leaders -- 79% say they have been a leader in a group or organization in the past year, and 93% are likely to help others in their community.

**Key Items of Evaluation**

4-H youth who participated in the study show evidence of active involvement, contribution and leadership. These youth are active in a variety of additional activities, in addition to 4-H: 53% in weekly community programs and 21% in monthly programs. Participants are also often leaders -- 79% say they have been a leader in a group or organization in the past year, and 93% are likely to help others in their community.