

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

4-H Programs in Minnesota

Reporting on this Program

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%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	50.6	0.0	0.0	0.0
Actual Paid Professional	54.0	0.0	0.0	0.0
Actual Volunteer	462.9	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	1890 Extension	Hatch	Evans-Allen
1329859	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2849242	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
9026112	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

In 2012, 4-H programs continued to integrate the expertise of the Youth Work Institute into program design, creating continuous improvement of systems that assure that Minnesota's youth have a high-quality 4-H experience. In addition, 4-H continues to find approaches that bring diverse youth participants to the program. Several initiatives are standout efforts.

- In 2011, we reported that every 4-H volunteer in the state is now screened by the U of M Human Resources department. This process was implemented to create a consistent system that protects 4-H participants. In 2012, the team developed another system to address quality. A new statewide orientation process now delivers online training that is required of every 4-H volunteer. The mandatory online training delivers education about how to create quality experiences for 4-H youth. Topics include: 1) Creating a welcoming 4-H environment; 2) The 4-H Learning Environment; 3) 4-H Learning Projects -- How to promote learning and responsibility; 4) Managing 4-H Clubs. These orientations are being monitored and evaluated for effectiveness.
- As described in "Stakeholder Input", the team piloted a process to bring individuals together and hear ideas about regional needs for youth development programming. The goal is to determine how regional needs align with statewide programs, and to consider ways that volunteers can address local issues.
- Promise Fellows engaged underserved youth in 4-H activities across the state, ultimately creating 20 new 4-H clubs that target underserved youth.
- To guide future decisions for 4-H programs and the Youth Work Institute, the leadership team drew together the Center for Youth Development's Guiding Principles. These will guide decisions and goals, as presented in the Plan of Work.

2. Brief description of the target audience

The target market for 4-H clubs is youth. Training and resources to support staff and volunteers create quality learning environments that are inviting, accessible and welcoming to a broader range of Minnesota youth. The Urban Youth Learn audience includes adults working with schools, agencies and organizations and volunteers interested in building sustainable youth programs. Youth leadership programs target young learners who are working in the context of their neighborhood or community to make a difference.

3. How was eXtension used?

Tapping our experience in creating screening and training systems for 4-H volunteers, the U of M is playing a role in the eXtension community of practice focused on volunteerism in the North Central region.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	10927	700000	75763	0

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

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	7	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- The overall percentage of youth of color participating in 4-H program activities will match or exceed the percentage of youth of color in Minnesota (2008 estimate is 23%, according to Kids COUNT data). (Targets will change as percentages change.)

Year	Actual
2012	8

Output #2

Output Measure

- Parents of youth participants (fifth grade and lower) will report being satisfied with their child's first year of participating in 4-H programming. (Target is a percentage of first year parents.) Not reporting on this Output for this Annual Report

Output #3

Output Measure

- Lead adult volunteers in clubs will be trained to work with Minnesota's young people who participate in 4-H program activities. (Target is the percentage of adult volunteers who receive training.)

Year	Actual
2012	87

Output #4

Output Measure

- 4-H program groups (clubs) will use a validated assessment tool to guide quality improvement efforts. (Target is the number of clubs who use the tool that was piloted in 2010.)

Year	Actual
2012	35

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth involved in Minnesota's 4-H programs over a significant period of time will report mastery of a topic of interest as a result of their 4-H involvement. (Target is a percentage of highly involved youth.)
2	Youth involved in Minnesota 4-H programs at high participation levels will report contributions to their community as a result of their 4-H involvement. (Target is the percentage of highly involved youth who report.)

Outcome #1

1. Outcome Measures

Youth involved in Minnesota's 4-H programs over a significant period of time will report mastery of a topic of interest as a result of their 4-H involvement. (Target is a percentage of highly involved youth.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2012

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth have diverse interests, some of which school hours are not able to develop as schools must commit themselves to academic development. It is up to the field of youth development to offer a rich array of opportunities for youth to understand their own skills, abilities and interests, and to develop those to the fullest extent possible. Two examples of programs that address mastery of topics are the Citizen Science project and the Children, Youth, and Families at Risk Project. Both of these projects focus on learning mastery outcomes.

What has been done

The Citizen Science Project deepens youth involvement in science by providing opportunities for youth to identify questions, form testable hypotheses, design a procedure, create graphs, create display of results, analyze results, and use results to answer the question. The CYFAR program is an afterschool educational program through which Extension educators work with cohorts of youth to ignite curiosity about topics they identify, weaving technology throughout the project.

Results

The 4-H evaluation system is in the process of designing a way to capture statewide quantitative results for Outcome Measure #1. In 2012, evaluation focused on individual project outcomes. In a self-assessment of science inquiry skills, respondents' mean ratings (n=87) significantly increased (p<.01). In the CYFAR project, 95 percent responded that the things they learned will help in later life; 86 percent of the youth surveyed responded they thought the program taught them how to speak in front of groups about their topic.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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806 Youth Development

Outcome #2

1. Outcome Measures

Youth involved in Minnesota 4-H programs at high participation levels will report contributions to their community as a result of their 4-H involvement. (Target is the percentage of highly involved youth who report.)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2012

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

An example of an opportunity for 4-H youth contributions is the peer teaching program. Research indicates that cross-age teaching is a strategy of reciprocity that builds social networks. Past research suggests that through peer programs, teen teachers obtain a feeling of "social usefulness" and a sense of control that is considered to be an important protective factor in preventing social problems such as substance abuse, teen pregnancy and delinquency (Rutters, 1979; Riessman, 1990; Black, Tobler & Sciacca, 1998 and Forneris, et. al. 2010).

What has been done

Six hundred 4-H youth were teen teachers who worked in public school settings to teach younger youth about healthy living choices in 2012.

Results

A comprehensive evaluation system was not available in 2012 to identify a percentage of 4-H youth who made contributions for Outcome Measure #2. However, 138 of the 600 teen teachers (aged 14 - 18) responded to an electronic survey in 2012 (93 percent females and seven percent males). In terms of their 4-H teen teacher experience, 49 percent had been a teen teacher for one year; 45 percent for 2-3 years; and four percent for four or more years. The length of involvement of these teen teachers demonstrates an extended contribution to their community.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (Accountability factors in counting)

Brief Explanation

Our percentage of youth of color served decreased from 13 percent in 2011 to eight percent in 2012. In 2008, 4-H set out a goal to increase its diversity. As progress toward that goal has been sought, the process of counting club members has become more rigorous. A report to the National 4-H headquarters (ES-237) asks for a total number of youth served by all of Extension. That percentage includes Health and Nutrition youth served, which are significantly youth of color.

Now, 4-H would like to hold itself accountable also to the percentage of 4-H club members who are youth of color. (As noted in the Report Overview, this includes a good deal of program outreach targeted to different cultures and neighborhoods where youth of color live.) Therefore, the calculation of percentage of youth of color served has decreased by three percent. This new percentage is a baseline targeted for improvement in the future.

Also, as noted in the outcome measures, a change in data tracking systems makes quantitative statewide data about outcome measures unavailable in 2012. The new system will provide additional quantitative data in 2013.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

In 2012, The 4-H program team's approach to evaluation was targeted at specific program applications (for example Citizen Science projects, National Youth Science Day, Aquatic Robotic projects, etc.) to determine whether these projects are effectively reaching students, teaching them master of a topic, and getting them involved in community life. These studies are reflected in "Outcome Measures." By learning about the effectiveness of specific learning experiences, best practices can be applied to 4-H clubs around the state through staff development of staff and volunteers.

Key Items of Evaluation

Studies of specific science and learning projects in 2012 demonstrated that targeted initiatives in science learning, teen teaching, and citizen engagement can achieve evaluated outcomes in mastery of topic and youth action. Staff development for volunteers and staff will make the most effective projects available for replication around the state of Minnesota.