

4-H Youth Development

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V(A). Planned Program (Summary)

1. Name of the Planned Program

4-H Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%		100%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

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

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	49.0	0.0	0.0	0.0
Actual	49.0	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 1462050	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 1462050	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 2061136	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

4-H Afterschool

Training in youth development principles, practices and curricula was offered statewide for staff, afterschool staff and volunteers: 168 Extension, 736 after-school, and 321 volunteers were trained.

4-H curriculum was marketed and offered to after school programs resulting in 568 after-school programs using it and 17,513 children and youth K–12 engaged in 4-H Afterschool programming in leadership, citizenship, and communication.

A grants program was developed to provide local 4-H Afterschool startup funding to 10 County Extension Offices.

Iowa 4-H Afterschool impact data was collected and reported to National 4-H Afterschool and the Iowa Afterschool Alliance (IAA).

In collaboration with IAA, \$1M in state funding was secured for quality afterschool programming.

4-H Youth in Governance

A survey was created to identify status of youth in governance in counties, in order to understand current issues with promoting youth in governance.

A youth leadership curriculum was developed for volunteers and a middle school youth leadership curriculum developed and piloted.

4-H Challenge training was provided to promote leadership development for youth groups and 4-H groups.

Staff was trained in the Youth Program Quality Assessment instrument and the piloting with other agencies within the state.

Advancing Youth Development training and curriculum was provided to staff and workshops hosted by county offices for youth workers in their counties.

1000 youth and 884 volunteers were trained in Youth/Adult Partnerships at 140 local training programs.

4-H Clubs

A 4-H club growth initiative was launched. Each of Iowa's 100 counties prepared a County Action Plan to identify local strategies to grow club membership.

A pilot "Past-member" survey instrument and process was initiated. The survey targeted previous 4-H'ers who did not re-enroll. Early reports indicate as many as 60% of those contacted did re-enroll when asked.

A "New Member Satisfaction Survey" was developed to be sent at the end of a member's first year in 4-H and was completed by the parents with youth input. This survey was a way to assess program quality and better connect with new families.

Provided staff in-service training for extension staff to assess statistical trends in county 4-H membership and utilization of statistical data for making program decisions.

4-H Volunteer Development

Two standardized volunteer training programs on youth development and communications were offered in 97 counties. Other trainings were held in all 100 counties. Topics of the trainings consisted of subject matter (87) management (81), youth development (50), communications (24), leadership (24), and citizenship (8).

Surveys were created to determine current volunteer training practices, needs and understanding of 4-H outcomes and methods to design future trainings.

Three state volunteer newsletters were published and mailed to volunteers. Focus groups discussions resulted in new content webpages.

The impact of volunteering was measured by asking counties to record the number of hours of service volunteers and youth in the 4-H program give through the program to better their communities.

2. Brief description of the target audience

The target audience for Iowa 4-H youth programs are Iowa youth in grades K-12. Additional audiences are adult 4-H program volunteers, extension educators, Iowa K-12 grade teachers, pre-service educators, youth workers in community and private organizations that serve youth audiences, and community and state youth development collaborations.

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	3500	56000	110000	34000
2007	5955	53513	117639	29228

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	4	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Number of trainings on Youth/Adult partnerships

Year	Target	Actual
2007	40	200

Output #2

Output Measure

Number of youth who retain membership in 4-H clubs after 1 year of membership

Year	Target	Actual
2007	4000	4290

Output #3

Output Measure

Number of volunteers completing two trainings/yr

Year	Target	Actual
2007	1000	1929

Output #4

Output Measure

Number of adults trained on 4-H afterschool

Year	Target	Actual
2007	100	1225

Output #5

Output Measure

Number of children and youth who participate in 4-H afterschool

Year	Target	Actual
2007	7000	17513

Output #6

Output Measure

Number of partnerships initiated or strengthened

Year	Target	Actual
2007	35	1995

V(G). State Defined Outcomes

O No.	Outcome Name
1	Communications: Percentage of youth who participate in a 4-H experience will self report a 1 point increase in skills or knowledge in the content areas of writing a speech/presentation, delivering a speech/presentation, developing supportive visuals, recognizing and utilizing active listening skills, asking clarifying questions, sharing ideas, communicating non-verbal messages and expressing feelings appropriately.
2	Communications: Percentage of youth who participate in a 4-H experience will self-report that they practice effective communication skills in sending and receiving written, visual and oral messages.
3	Citizenship: Percentage of youth who participate in a 4-H experience will self report a 1 point increase in skills or knowledge in the content areas of practicing good character, planning and organizing service learning events, and actively engaging in local, state and national issues.
4	Citizenship: Percentage of youth who participate in a 4-H experience will self-report that they demonstrate good character traits, service learning, planning and organizational skills, and engagement in community issues.
5	Leadership: Percentage of youth who participate in a 4-H experience will self report a 1 point increase in skills or knowledge in the content areas of setting goals, working cooperatively in a team, communication effectively, and making decisions based on data and the opinions of others, honoring individuals differences and handling conflict.
6	Leadership: Percentage of youth who participate in a 4-H experience will self report that they demonstrate the ability to influence and support others in a positive manner for a common goal.

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
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Other (Accurate reporting issues)

Brief Explanation

Budget issues that have resulted in reduced staffing at the State and local level continue to be a factor affecting progress toward our goals. A University/Department budget rescission forced important staff positions to be eliminated. The target youth population is decreasing in most Iowa counties. Implementation of new and innovative programs to reach new youth audiences is dependent on growing our volunteer workforce. Another issue that affected our output measures is the accuracy of and inconsistencies in county reporting of data. This year we began the process of helping counties more accurately record various types and numbers of volunteers and youth in their database.

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

1. Evaluation Studies Planned

After Only (post program)

Evaluation Results

466 randomly selected 4-H Club members representing Iowa's 5 Extension areas completed the 4-H Youth Citizenship, Leadership, and Communication Self-Assessment Tool. The tool, based on a 5-point Likert scale, examined self-reported changes in 4-H Club members' communication, leadership, and citizenship knowledge and skills after participating in 4-H as compared to before participating in 4-H. 282 females (60.5%) and 184 males (39.5%) completed the self-assessment.

Results: Communication

On average, 46.1% of 4-H Club members indicated a 1-point increase in their communication skills, 17.6% indicated a 2-point increase in their communication skills, and 2.8% indicated a 3-point increase in their communication skills after participating in a 4-H Club.

Results: Leadership

On average, 49.6% of 4-H Club members indicated a 1-point increase in their leadership skills, 15.4% indicated a 2-point increase in their leadership skills, and 2.6% indicated a 3-point increase in their leadership skills after participating in a 4-H Club.

Results: Citizenship

On average, 48.1% of 4-H Club members indicated a 1-point increase in their citizenship skills, 23.4% indicated a 2-point increase in their citizenship skills, 2.8% indicated a 3-point increase in their citizenship skills, and .4 indicated a 4-point increase in their citizenship skills after participating in a 4-H Club.

Key Items of Evaluation

Reliability analysis of the 4-H Youth Citizenship, Leadership, and Communication Self-Assessment Tool indicated that the individual questions within each of the three respective constructs of citizenship, leadership, and communication were reliable; had the same conceptual meaning as the given construct. T-test comparison of After and Before citizenship, leadership, and communication constructs were significantly related for each of the three constructs. Furthermore, T-test comparison of 4-H Club members' After and Before responses indicated that for each individual question within the construct of citizenship (3 questions), leadership (6 questions), and communication (8 questions), 4-H Club members' After participating in 4-H responses were significantly higher than 4-H Club members' Before participating in 4-H responses.