

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: 2008	Extension		Research	
	1862	1890	1862	1890
Plan	50.0	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 1280648	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 1280648	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 2301975	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

4H Afterschool

•132 Extension staff, 499 after-school staff, and 230 volunteers were trained in youth development principles and practices and developmentally age appropriate youth curricula •412 after-school programs were staffed/managed solely by 4-H Extension personnel/volunteers •479 after-school programs used 4-H curricula •13,686 children and youth K – 12 engaged in 4-H Afterschool programming in content areas such as leadership, citizenship, and communication. •209 4-H Clubs were entered in Blue Ribbon •375 community entities partnered with 4-H Afterschool programs •Iowa 4-H Afterschool impact data was collected and reported to National 4-H Afterschool •Training sessions facilitated at Iowa’s statewide Iowa School Age Care Alliance Conference raising awareness of the need and benefits of quality afterschool programming, positive youth development programming, and community capacity building. •In collaboration with IAA, \$1.1M in state funding was secured for quality afterschool programming. •In partnership with IAA, developed the IAA Program Providers’ Guide to Quality Afterschool; designed to assist afterschool professionals in strengthening afterschool programming regardless of the setting in which they are working.

4-H Youth in Governance

•Coordinate 4-H Challenge training to promote leadership development for 4-H and other youth groups. •A middle school youth leadership curriculum was completed and published. •Prepared articles on leadership development in volunteers and youth for the Volunteer Newsletter. •Conduct State 4-H Council Youth/Adult Partnership training. •Created a Youth/Adult Partnership resources bibliography for 4-H staff. •Recommended the formation of a Youth/Adult Partnership technical assistance team to provide assistance to counties. •1362 youth and 1544 volunteers were trained in Youth/Adult Partnerships at 149 local training programs.

4-H Clubs

•The 4-H club growth initiative was continued. Each of Iowa’s 100 counties prepared a local expansion plan for increased membership. •An Iowa 4-H club guide was created and made available on-line. •A club observation matrix was introduced to help clubs assess club quality. •Quarterly 4-H Grow Green webcasts were started to inform staff of best practices to grow 4-H membership. •New recruitment materials were developed included banners, folders, posters, and brochures. •50% of counties reported that new 4-H clubs were formed.

4-H Volunteer Development

•Two standardized volunteer training programs on youth development and youth leadership were offered in all counties, reaching 1752 volunteers •Other local trainings were held in each county for 3428 volunteers. Topics included program management (82), project/subject matter (59), new leader training (39), and citizenship (21). 3428 •Evaluation of the 2007 volunteer training program was completed. Information was used to modify training plans for additional leader training modules. state volunteer newsletters were published and delivered at volunteer training programs. The newsletter was made available on-line.

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	4000	57000	100000	34000
2008	5714	52608	109562	20697

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

Year	Target
Plan:	0
2008:	0

Patents listed**3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	4	0	
2008	2	0	2

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

Number of trainings on Youth/Adult partnerships

Year	Target	Actual
2008	50	281

Output #2**Output Measure**

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

Year	Target	Actual
2008	4200	3573

Output #3**Output Measure**

Number of volunteers completing two trainings/yr

Year	Target	Actual
2008	1500	0

Output #4**Output Measure**

Number of adults trained on 4-H afterschool

Year	Target	Actual
2008	200	861

Output #5**Output Measure**

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

Year	Target	Actual
2008	9250	13686

Output #6**Output Measure**

Number of partnerships initiated or strengthened

Year	Target	Actual
2008	45	1608

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 demonstration 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

Natural Disasters (drought, weather extremes, etc.)

Economy

Appropriations changes

Competing Public priorities

Competing Programmatic Challenges

Brief Explanation

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. Acceptance by current volunteers of new 4-H club models sometimes inhibits county expansion plans. Another issue that affected our output measures is the accuracy of and inconsistencies in county reporting of data. This year we continued to help counties more accurately record various types and numbers of volunteers and youth in their database. Severe flooding in much of eastern Iowa, and severe tornados in several parts of Iowa limited the availability of 4-H members and families to participate in traditional activities. Because of these natural disasters, extension 4-H staff in these areas were focused on helping members and families cope with immediate challenges, and not on 4-H program growth initiatives.

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

1. Evaluation Studies Planned

After Only (post program)

Evaluation Results

508 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/skills and behavior/practices after participating in 4-H as compared to before participating in 4-H. 282 females (55.5%) and 226 males (44.5%) completed the self-assessment.

- **Results: Communication Knowledge/Skills** On average, 47% of 4-H Club members indicated a 1-point increase, 20.5% indicated a 2-point increase, 5% indicated a 3-point increase, and .6% indicated a 4-point increase in their communication skills after participating in a 4-H Club.
- **Results: Leadership Knowledge/Skills** On average, 43.1% of 4-H Club members indicated a 1-point increase, 21.3% indicated a 2-point increase, and 3% indicated a 3-point increase in their leadership skills after participating in a 4-H Club.
- **Results: Citizenship Knowledge/Skills** On average, 52.1% of 4-H Club members indicated a 1-point increase, 23.6% indicated a 2-point increase, 4% indicated a 3-point increase, and .4% indicated a 4-point increase in their citizenship skills after participating in a 4-H Club.
- **Results: Communication Behavior/Practices** On average, 44.9% of 4-H Club members indicated a 1-point increase, 21.3% indicated a 2-point increase, 4.1% indicated a 3-point increase, and 1.2% indicated a 4-point increase in their communication behavior after participating in a 4-H Club.
- **Results: Leadership Behavior/Practices** On average, 45.5% of 4-H Club members indicated a 1-point increase, 21.7% indicated a 2-point increase, 3.7% indicated a 3-point increase, and .6% indicated a 4-point increase in the leadership behavior after participating in a 4-H Club.
- **Results: Citizenship Behavior/Practices** On average, 47.4% of 4-H Club members indicated a 1-point increase, 21.9% indicated a 2-point increase, 3.4% indicated a 3-point increase, and .8% indicated a 4-point increase in their citizenship behavior 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 six respective constructs of Citizenship – Knowledge, Leadership – Knowledge, Communication – Knowledge, Citizenship – Behavior, Leadership – Behavior, and Communication – Behavior represented the conceptual meaning of the given construct. "Before" constructs also were significantly correlated with the "After" constructs. Further, statistical comparisons of "After" and "Before" responses (all respondents combined) using paired t-tests were conducted for each of the constructs, as well as for the individual questions within the constructs. For each construct and each question, the respondents reported statistically higher "After" scores than "Before" scores.