

4-H Programs in Minnesota

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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%		20%	
806	Youth Development	80%		80%	
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	44.1	0.0	0.0	0.0
Actual	41.7	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 1178416	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 1697539	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 7683938	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

In 2008, Minnesota 4-H is actively engaged in three national mission mandates. Each provides a structure to support and guide program delivery throughout the state. They are:

- 1) **Science, Engineering and Technology:** These initiatives secured \$150,000 from 3M to create and develop a sustainable program for the Power of Wind curriculum, while partnering with five other Extension systems nationwide.
- 2) **Citizen/Leadership:** A literature review has identified best practices and initial work is focused on developing the Minnesota 4-H Civic Engagement efforts with teens.
- 3) **Healthy Lifestyle:** This area is in the earliest phase of development, and intends to integrate programs to create "nature-engaged families".

In 2008, club membership growth increased 3.8%. Total enrollment over the past four years has increased 26% from the initial amount of 26,100 in 2004 when the regional system was instituted. In addition, Minnesota 4-H delivered 228,008 total experiences for young people.

(For more information, visit www.extension.umn.edu/4-H.)

2. Brief description of the target audience

The target market for 4-H clubs is youth. In the coming five years, strategic recruitment as well as training for local club leaders, has been designed to double 4-H club membership by 2010 from 26,000 to 52,000. In 2008, membership in 4-H clubs was 32,898.

The 2008 organizational network study described the 4-H programs key relationships with organizations that are important in the lives of youth: public schools were identified as 27.2% of 4-H contacts; community education programs as 16.8%, and local fair boards were 7.3% of contact. Strong partnerships characterize these relationships; 64.9% of the contacts were engaged in a partnership around a joint effort for mutual benefit.

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	169000	10
2008	0	67569	228008	0

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	2	0	
2008	4	0	4

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.")

Year	Target	Actual
2008	12	23

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.)

Not reporting on this Output in this Annual Report

Output #3

Output Measure

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

Year	Target	Actual
2008	80	87

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.)

Not reporting on this Output in this Annual Report

V(G). State Defined Outcomes

O No.	Outcome Name
1	Youth involved in 4-H programs will demonstrate skills and knowledge on target with their youth development. (Target expressed as a percentage of 4-H youth showing appropriate skills.)
2	Youth participating in 4-H programs will demonstrate more civic engagement and volunteerism in their communities than a statewide comparison group. (Target expressed as a percentage of difference between the two groups.)
3	Youth participating in 4-H programs will be less likely to engage in risk behaviors (e.g., smoking, drinking, riding in cars with people drinking) than a comparison group of Minnesota youth. (Target expressed as an average of difference among five targeted 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
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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
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Reviewers should note that the absence of Experiment Station dollars for research specialists in youth development does not correspond to a lack of research base for 4-H programs. Rather, other dollars and collaborations are utilized to assure that research base.

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

1. Evaluation Studies Planned

- 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.

Evaluation Results

The 4-H Study of Positive Youth Development is a longitudinal study describing youth development of 4-H club participants. The project is funded by the National 4-H Council and began in 2002-2003. Over the course of the study, the project has sampled more than 4,000 youth from 25 states and more than 2,000 parents. In 2008, we completed the **6th wave of this study**, having surveyed 88 youth who were part of the first wave. We can now report data from 350 youth who participated in the third wave of data collection and 88 of those youth who participated in the 6th wave of data collection in 2008. A key advantage of participation in this multi-state longitudinal study is the ability to compare Minnesota with national study results over time to assess how Minnesota 4-H youth compare with youth nationally. Minnesota's sample is comprised only of youth who were 4-H participants and who chose to take part in the study. (To hear this study described by Principal Investigator Richard Learner, view a video at www.extension.umn.edu/appliedyouthresearch.)

The study analyzes the five Cs of youth development. **Confidence** relates to positive identity. **Competence** is measured by three sub-scales of academic, social, and physical competence as well as students' grades in school. **Character** measures how youth value diversity, personal values, social consciousness and conduct behavior. **Connection** asks youth about connections to peers, family, school and community. **Caring** asks youth if it bothers them when bad things happen to any person.

Conclusion: Using the average of all 5 C's, **Minnesota youths total score of positive youth development is 78.2 at wave 3 and 75.2 at wave 6.** Assessment of results should take into account that 14.8% of wave 6 participants were out of high school. Of all wave 6 participants, 45% participate at least monthly in 4-H programs; 57% have attended a 4-H camp. These youth are active in a variety of activities in addition to 4-H: 92% play sports; 88% volunteer, 77% have a part-time job, 91% are active in religious activities or instruction. Participants are also often leaders in their activities -- 90% say they have been a leader in a group or organization in the past year. We view these longitudinal results with a bit of caution given the small sample size at wave 6. To that end, we are working on extending the study to 900 additional youth, including a large urban sample.

Key Items of Evaluation

The national study of 4-H youth nationally demonstrated that 4-H youth were more likely than students in other out-of-school time activities to be engaged in school, get good grades, expect to go to college, and be emotionally engaged in school. This study compared 4-H youth to a comparison group that was alike in gender, race/ethnicity, geographic type, and family demographics. Minnesota's assessment of its youth shows that the outcomes in positive youth development is sustained over time. We want to expand this longitudinal data pool.