



University of California

Agriculture and Natural Resources ■ 4-H Youth Development Program

California 4-H Association Retreat May 2016

**The Glitz and Glamour of Program Evaluationⁱ
Presented by Kendra Lewis
kmlewis@ucanr.edu**

California 4-H Association Retreat
May 2016: The Glitz and Glamour of Program Evaluation Presented by Kendra Lewis

Description: Make your programs and events better by using evaluation data! Evaluation is everyone's responsibility from members themselves to volunteers and staff. This session will cover the A, B, C's of program evaluation with two primary emphases: a) evaluation methods focused on improving programs; and b) evaluation approaches to capture and highlight learning and development of young people in the programs to share with funders and other stakeholders.

Objectives:

1. Brief introduction to evaluation
2. Hands-on experience in crafting an evaluation
3. Hands-on experience with creative (glamorous) evaluation methods
4. Provide participants with a plethora of resources!

What is Evaluation?



Everyone is responsible for evaluation

- **Youth & Volunteers:** evaluation is a “shared role” where volunteers learn about the impact of their practices, develop ownership for the results of their program, offer valuable insights into the data collected, and communicate results to others.
- **Program Representative** series concept: “participate in the evaluation of programs”.
http://ucnet.universityofcalifornia.edu/system_series/d/10/aa2-02.html
- **Academic Coordinator:** responsible for the “evaluation of academic program activities and functions”.
- **Advisor:** responsible for “applied research and creative activity”.

Two primary types of evaluation

- **FORMATIVE - PROCESS** - assists in revising and improving the program; program improvement
- **SUMMATIVE - OUTCOME** - measures what participants learned in the program



DRAFT 4-H Observational Tool

This observational tool is designed for us to collect information on the challenges and positives of evaluation in your programs. Write what's working well and what's not working well.



WORKS WELL/POSITIVES



NEEDS IMPROVEMENT/CHALLENGES

Purpose and Design

Why do we evaluate?

Data Sources

- Existing Data
 - Enrollment
- Quantitative
 - Surveys, rubrics, observations
- Qualitative
 - Observations, focus groups, interviews

When will you collect that data?

- One time
 - Post
 - Retrospective pre-post

Target Audience

- Youth-what ages
- Adults

Thinking through an evaluation

Purpose:

Design:

Outcomes:

Measures:

Formative? Summative?



Formative Evaluation Examples

- 1) State Field Day Survey
- 2) iThrive Postcards
- 3) Interviews
 - a. *What did you enjoy most about the Thrive program?*
 - b. *What aspects of the program could be improved upon for the future?*
 - c. *What would you tell other young people about Thrive?*

I would tell [other youth] that they should join the project and that they should come into it with an open mind. Just interact with others and that you'll automatically get something from it. Everyone can get anything from it

I would tell them to participate in Thrive because it's fun. They have an opportunity to learn things in this project that they can't, that they're probably not going to learn until they get into college

I thought that this year was, it, this year it seemed like the program took all of the suggestions from last year and made them

Summative Evaluation Examples

- 1) Common Measures Surveys: <http://4h.ucanr.edu/Resources/Evaluation/>
 - a. Outcomes include science literacy, healthy living, citizenship, career and college readiness, mindset, sparks, goal management, PYD, academics, and well-being
- 2) Interviews
 - a. *How do you think you have you changed through participating in this program?*
 - b. *What was it like to work with elementary school children?*
 - c. *If you went back in time and started this program over again, what advice would you give yourself?*

I got a lot of knowledge about the subject now. I feel like I could be a help to somebody.

I really do want to be a teacher and I love being around kids. This teaches you how to be in a position of authority and still have fun

I have a lot of fun here and...I'm proud to be a part of this and to help these kids get a better start to their lives

Embedded Evaluation Examples

- 1) Journals or Workbooks (iThrive and Step Up to Leadership examples)
- 2) Presentations (See below)
- 3) Photos
- 4) Tweets
- 5) Smileys (check-ins)
- 6) Concept Map
- 7) Love/Hate (or maybe Plus/Delta)
- 8) Blogs
- 9) Time Capsule
- 10) Drawings, Talking, Acting It Out



Teen Battle Chef

Culinary Program at Gateway High School

A UCCE 4-H program-funded by USDA-CYFAR

Teen Battle Chef Reflection Poem

Before I was a cook now I am a chef
I thought prep work was hard now I know *Mise en Place*
I felt nervous now I feel confident
My body was unhealthy now it is healthier
I used to eat junk now I eat five star
It was impossible to use a knife now I have knife skills
People saw me as a hooligan now they respect me in the streets
My friends used to laugh now they applaud
My family used to doubt now they are proud
My school was nothing now it is known
My community was unorganized now it is rebuilding
I would never have thought I would be doing this
Now I am a Chef

Juan Cedano, David Salinas and Brandon Smith

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Institutional Review Board (Human Subjects Research)

Listen to the April 2016 Virtual Brown Bag!

Guiding question: *Would I want to publish or present any of these findings?*

Who's covered?	Delivery Mode	Ages	Measures	Data Collection Type	Consent/Assent
4-H Individually Enrolled Youth	Club, Camp	9-19	http://4h.ucanr.edu/Resources/Evaluation/	ORB, paper and pencil	Parents and youth provide online
4-H Group Enrolled Youth	Group	5-19	http://4h.ucanr.edu/Resources/Evaluation/	Qualtrics, paper and pencil	Must send home letter to parents (no signature needed); youth provide assent on survey

Benefits of Using a CA Common Measure

- Comparisons to 4-Hers in California or nationally (for some measures)
- Advisors can also make comparisons within their counties
- Comparisons across programs/projects
- Data entry!
 - ✓ State office will enter for you
 - ✓ Send you an Excel file with the data
- Valid and reliable measures
- Already covered by IRB for individually & group enrolled youth statewide
- Available in Qualtrics for online collection

Think, Pair, Share

Take a few moments to think about an evaluation you may want to do of you counties then pair up with a person near you to discuss, and finally, share them out with the larger group.

Purpose:

Design:

Outcomes:

Measures:

Formative? Summative?

Do I need IRB approval?



Resources

Evaluation Tools and Measures

Measures:

<http://4h.ucanr.edu/Resources/Evaluation/>
<https://cyfernetsearch.org/>

Sample event evaluations:

http://4h.ucanr.edu/Resources/Evaluation/Evaluation_Resources/

Sample formative survey and report:

<http://4h.ucanr.edu/files/202291.pdf>
<http://4h.ucanr.edu/files/202292.pdf>

Data Collection

Paper versions of CA Common Measures:

<http://4h.ucanr.edu/Resources/Evaluation/>

Survey Builder (in ANR portal)

Qualtrics

- Contact Kit Alviz- Kit.Alviz@ucop.edu for an account
- If data is collected this way, and is not through a 4-H State Office IRB, **all 4-H academics and staff need to include Kendra Lewis & Kit Alviz on the IRB protocol** as having access to the data, but “not engaged in the research”. Please contact Kendra Lewis (kmlewis@ucanr.edu) for language necessary for Qualtrics data collection to include in your IRB.

Five Cool Evaluation Ideas
TurningPoint clickers
Scantron forms
Postcards (business reply mail)
Prize Wheel (for completing survey)
Word Cloud

Evaluation Data

Record Book data (not surveys-*actual record book data*!!)

<http://ucanr.edu/sites/CA4-HA/files/218440.pdf>
https://uc-d.adobeconnect.com/_a841422360/p48tjy80dda/

Sparks Survey Data

Contact Kendra at kmlewis@ucanr.edu

Institutional Review Board

Basic IRB information: http://4h.ucanr.edu/Resources/Evaluation/Institutional_Review_Board/

Sample Assent Language: <http://4h.ucanr.edu/Resources/Evaluation/>

Certification: <https://www.citiprogram.org/>

IRBnet information: <http://research.ucdavis.edu/policiescompliance/irb-admin/irbnet/#IRBNetRegistration>

Real Examples of Evaluation in 4-H!

4-H State Leadership Conference

- *From participants:* Evaluation survey using scantron, handed out at the last assembly with golf pencils.
- *From the planning committee:* Individually, staff write comments on sticky notes and put them on flip charts divided in half: + and Δ

State 4-H Field Day

Youth and adults invited to complete a half-page, front-back survey. Provided an incentive.

iThrive

Formative: Postcards completed by project leaders and mailed in to the State 4-H Office. The “business reply mail” was setup with the UC Davis Mail Division.

Outcome: Additional IRB approval required; surveys embedded in the Online Record Book.

Youth Retention Study (IRB required)

Survey sent to youth and families about their 1st-year experience in 4-H. Quantitative and qualitative responses. Responses will help us improve our program to get youth to keeping coming back to 4-H. Want to participate?? Contact JoLynn Miller (jlmillier@ucanr.edu) or Kendra Lewis (kmlewis@ucanr.edu).

Children, Youth and Families At-Risk (IRB Required)

Teens as Teachers models; teens lead youth in projects about gardening, nutrition, cooking, and physical activity. Youth take a short survey; Teens take surveys and are interviewed at end of program

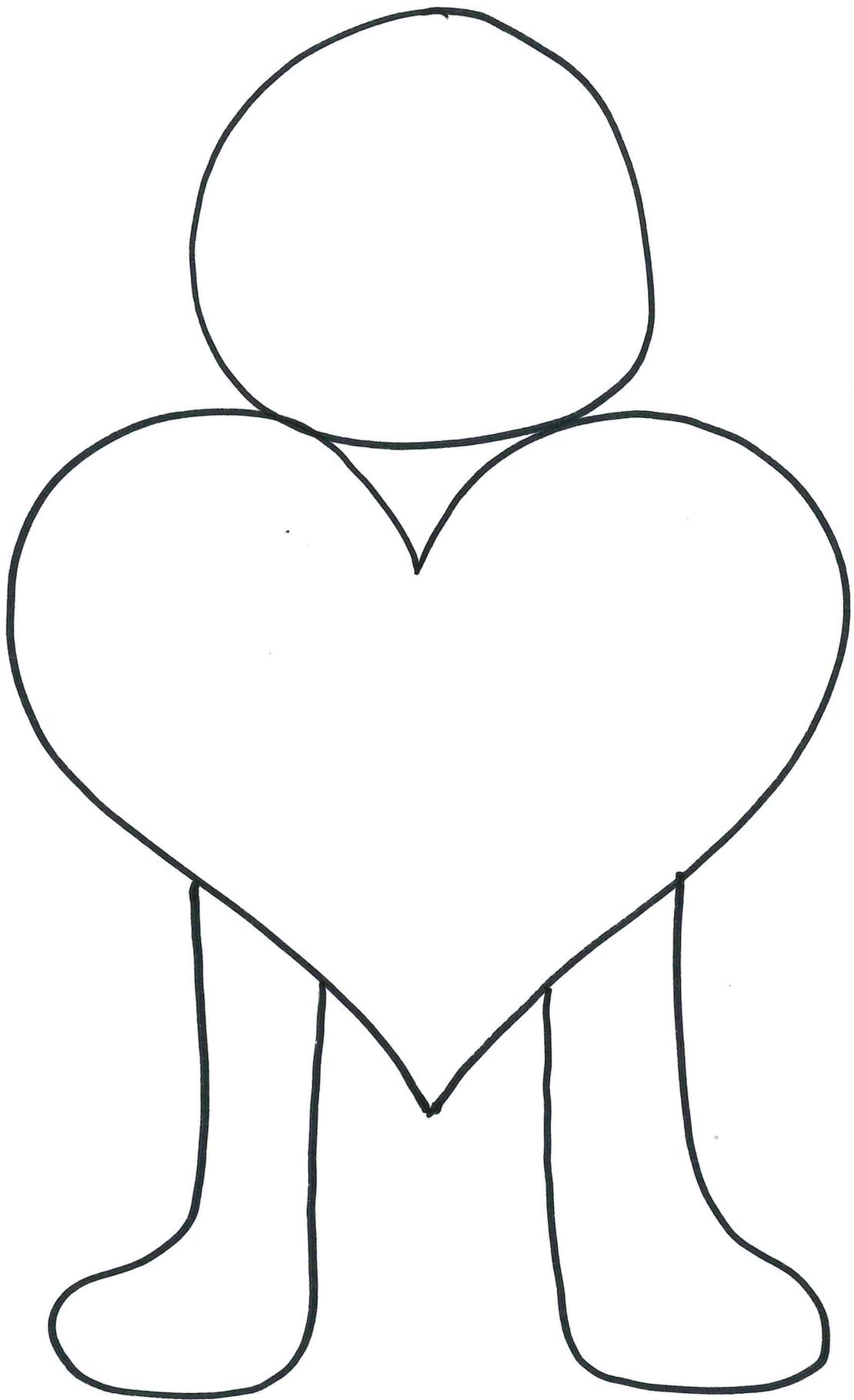
Coming soon! 4-H Camp Evaluation (IRB Required)

Formative and summative; how would youth improve camp and what do they get out of it? Want to participate and help pilot? Contact Kendra Lewis (kmlewis@ucanr.edu). I just might even come camp with you!

Coming soon! Program Quality Assessment

Quick rubric-style measure to help volunteers assess programs and how it can be improved for youth.

ⁱ Many of the resources in this packet are adapted or taken from Steven Worker’s presentation, “Improving your Program(s) thought Evaluation”, presented at the 2014 CA 4-H Association Retreat.



Online Record Book Survey

4-H Online Record Book Survey

The State 4-H Office is conducting a brief survey on user experiences with the 4-H Online Record Book (ORB). As the ORB begins to enter its fourth year, we would like to know about your experience with ORB anytime since its launch in September 2011. The information you provide will be used to help improve ORB and inform other efforts to move processes online.

The State 4-H Office is building an information bank about people in 4-H. This is so we can see how young people grow and learn. This bank is created with information from surveys like the one here. If you agree, this survey is to be used for research. We will make sure your answers to surveys are anonymous. This means that people will not know who wrote it. Participation is voluntary. If you have any questions about this survey, please contact Kendra Lewis at 530-750-1337 or Steven Worker at 530-750-1341. If you have questions about the record book or ORB specifically, please contact your County 4-H Office.

We would like information about your experience with the Online Record Book. Please answer the questions below. Thank you for your participation!

	Yes <input type="checkbox"/> _1	No <input type="checkbox"/> _0
Do you use the Online Record Book (ORB)?		
If yes, please check each program year(s) you have used ORB to complete a record book	<input type="checkbox"/> _1 2011-2012 <input type="checkbox"/> _2 2012-2013 <input type="checkbox"/> _3 2013-2014	
I use the Online Record Book to... (check all that apply)	<input type="checkbox"/> _1 Complete my record book <input type="checkbox"/> _2 Earn Spark Points by completing surveys <input type="checkbox"/> _3 Connect socially with other 4-H members <input type="checkbox"/> _4 Other	
If you chose "Other" above, please explain why you use the Online Record Book	<hr/> <hr/> <hr/>	

Please rate how strongly you feel about each statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I use the Online Record Book to earn Spark Points by completing surveys	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
The Online Record Book is useful	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5
Overall, the Online Record Book is a positive addition the 4-H program	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5

Please answer the questions below

What do you like most about the Online Record Book? _____

What is your biggest challenge with the Online Record Book? _____

Other Information

What is your gender?	Male <input type="checkbox"/> _1	Female <input type="checkbox"/> _0
What is your status in the 4-H program?	Youth member (age 9-19)	Adult 4-H volunteer Parent Staff Other



Where do you typically access the Internet?

Youth Retention Survey

please do not circulate, but please participate!

What was the best part of the 4-H program this past year?

If you could change one thing about 4-H, what it would it be?

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Please rate your experiences in 4-H.					
Adults who worked with me were caring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Club leaders helped me figure out what was going on in the club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My 4-H club made me feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My project leader(s) were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made new friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned new things in my 4-H project(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My project(s) were interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed my club meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults and other members listened to what I had to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had the opportunity to serve my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything else you'd like to share?

What County 4-H Program do you participate in?
What is your club name?
How old are you?
What is your gender?

Are you.... (Select ALL that apply).

<input type="checkbox"/> African American/Black	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander
<input type="checkbox"/> Asian	<input type="checkbox"/> White
<input type="checkbox"/> Native American/Alaskan Native	<input type="checkbox"/> Other

Are you(Select ONE)

<input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Not Hispanic/Latino
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Where do you live? (Select ONE)

<input type="checkbox"/> Farm	<input type="checkbox"/> Suburb of a City over 50,000
<input type="checkbox"/> Rural (non-farm residence/town under 10,000)	<input type="checkbox"/> City over 50,000
<input type="checkbox"/> Town or City 10,000-50,000	

Thank you for participating in this study. Studies such as these help us improve 4-H and increase the positive impact we can have on youth in our program. This is the second year we are conducting this study. Below is a summary based on the first year of the study.

It is well known that out-of-school time programs can have a positive impact on youth. In fact, youth involved in 4-H often earn higher grades, have higher civic engagement, and engage in less risky behavior, but consistent evidence shows many youth drop out of 4-H after only 1 year. Our pilot research study from last year shows the youth that stay enrolled tend to be younger, male, non-Hispanic. This study aims to dig deeper into the phenomenon so that we may be able to crack the code and keep youth in our program longer and increase positive impacts our program has on youth. Thank you for taking the time to help improve your 4-H program. We hope to see you in 4-H again next year!

California Common Measures

Measure: Academic Performance

Source: Tufts Study of Positive Youth Development:

<http://ase.tufts.edu/iaryd/researchPositive4HpydResources.htm>

Lerner, R. M., & Lerner, J. V. (2013, December). *The positive development of youth: Comprehensive findings from the 4-h study of positive youth development*. Retrieved from Chevy Chase, MD: <http://www.4-h.org/About-4-H/Research/PYD-Wave-9-2013.dwn>

Description: This measure contains 8 items related to academics and academic performance in youth. Items 1-8 were adapted from the Tufts Study of Positive Youth Development.

Scoring for the measure: Create an average of each set of items. There is 1 proposed subscale.

1. Effort: items 3-6

Items to be reverse coded: 3

Sample SPSS Syntax

Recode:

```
RECODE acad3 (1=5) (2=4) (3=3) (4=2) (5=1) INTO acad3R.
```

Scale Creation:

*Academic Performance.

```
COMPUTE acad_effort=mean(acad3R, acad4, acad5, acad6).
```

```
VARIABLE LABELS acad_effort 'Academic Effort'.
```

```
EXECUTE.
```

The **(County)** 4-H Office is building an information bank about youth. This is so we can see how young people grow and learn. This bank is created with information from surveys like the ones attached here. If you agree, information from these surveys can be used for research. We will make sure your answers to surveys are anonymous. This means that people will not know who wrote it.

You can choose not to participate if you wish; there are no consequences for not participating. You can ask questions about this at any time. If you have questions, please contact the **(County)** 4-H Office at **(email)** or **(XXX) XXX-XXXX**.

Choose One	Yes, I agree to be part of the study. <input type="checkbox"/>	No, I do not agree to be part of the study. <input type="checkbox"/>
First Name		
Last Name		
County		
Club		
Date	____/____/____	

This survey should be completed by youth only.
You may choose not to answer any question you are not comfortable with.

1. How old are you?		
2. What grade are you in?		
3. Are you ... (Select ONE)	<input type="checkbox"/> A boy	<input type="checkbox"/> A girl
4. Are you... (Select ALL that apply).	<input type="checkbox"/> African American/Black <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Alaskan Native	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other
5. Are you... (Select ONE)	<input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Not Hispanic/Latino
6. What is the primary language spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Spanish	<input type="checkbox"/> Hmong <input type="checkbox"/> Other _____
7. Where do you live? (Select ONE)	<input type="checkbox"/> Farm <input type="checkbox"/> Rural (non-farm residence/town under 10,000) <input type="checkbox"/> Town or City 10,000-50,000	<input type="checkbox"/> Suburb of a City over 50,000 <input type="checkbox"/> City over 50,000
8. How many years have you been participating in 4-H? (Select ONE)	<input type="checkbox"/> This is my first year <input type="checkbox"/> This is my second year	<input type="checkbox"/> Three or more years
9. In general, how many hours do you spend in 4-H programs/projects each week? (Select ONE)	<input type="checkbox"/> One hour or less each week <input type="checkbox"/> Between one and three hours each week	<input type="checkbox"/> More than three hours each week
10. What types of 4-H programs or projects are you involved in? (Select ALL that apply)	<input type="checkbox"/> Clubs <input type="checkbox"/> Camps <input type="checkbox"/> After-school programs <input type="checkbox"/> Special interest clinics or workshops	<input type="checkbox"/> Web-based or online programs <input type="checkbox"/> Local fairs/events <input type="checkbox"/> Community service projects <input type="checkbox"/> Working on my projects at home <input type="checkbox"/> Other

Please select one response.

1. During the past school year, on average, what grades did you earn in school?

<input type="checkbox"/> Mostly A's	<input type="checkbox"/> B's and C's	<input type="checkbox"/> Mostly D's
<input type="checkbox"/> A's and B's	<input type="checkbox"/> Mostly C's	<input type="checkbox"/> Mostly F's
<input type="checkbox"/> Mostly B's	<input type="checkbox"/> C's and D's	

2. During the past school year, about how many times did you skip school or cut classes?

<input type="checkbox"/> More than once a week	<input type="checkbox"/> Once a month	<input type="checkbox"/> 1-2 times
<input type="checkbox"/> Once a week	<input type="checkbox"/> A few times	<input type="checkbox"/> 0 times

Please rate how strongly you agree or disagree with the following statements.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
--------------------------	-----------------	-----------------------------------	--------------	-----------------------

3. I often come to class unprepared (homework unfinished, forget to bring books or other materials)

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

4. I complete homework on time

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

5. I actively take part in group (class) discussions

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

6. I try hard in school

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

7. As things stand now, how much education do you expect to complete?

<input type="checkbox"/> 8 th grade or less	<input type="checkbox"/> 2-year college-Associate degree
<input type="checkbox"/> Some high school	<input type="checkbox"/> 4-year college-Bachelor Degree
<input type="checkbox"/> High school diploma/G.E.D.	<input type="checkbox"/> Degree after college
<input type="checkbox"/> Trade/vocational school	<input type="checkbox"/> Not sure

Measure: Science and Me (Views about Science)

Source:

- **Items 1-12:** Fennema, E., & Sherman, J. (1976). Fennema-Sherman Mathematics Attitudes Scales. *JSAS Catalog of Selected Documents in Psychology*, 6.
- **Items 13-16:** Owen, S. V., Toepperwein, M. A., Pruski, L. A., Blalock, C. L., Liu, Y., Marshall, C. E., & Lichtenstien, M. J. (2007). Psychometric Reevaluation of the Women in Science Scale (WiSS). *Journal of Research in Science Teaching*, 44, 1461-1478.
- **Items 17-23:** Fortus, D., & Vedder-Weiss, D. (2014). Measuring students' continuing motivation for science learning. *Journal of Research in Science Teaching*, 51(4), 497-522.

Description: This measure contains 4 subscales (23 items) related to attitudes toward science. Data collected from youth in California 4-H Community Club program showed that these measures differ from science mindset and the National Common Measure on Science (see <http://www.joe.org/joe/2015june/rb4.php>). These subscales are: usefulness of science, confidence in science, gender bias in science, and continuing motivation for science learning.

Scoring for the measure: Create an average of each set of items. There are 4 proposed subscales.

1. Usefulness: items 1-6
2. Confidence: items 7-12
3. Gender bias: items 13-16
4. Motivation: items 17-23

Items to be reverse coded: 3,4,5,6,8,9,10,11,12,15,16,20,22,23

Sample SPSS Syntax

Recodes:

```
RECODE views3 views4 views5 views6 views8 views9 views10 views11 views12 views15  
views16 views20 views22 views23 (1=5) (2=4) (3=3) (4=2) (5=1) INTO views3R views4R  
views5R views6R views8R views9R views10R views11R views12R views15R views16R  
views20R views22R views23R.
```

Scale Creation:

*Usefulness.

```
COMPUTE use_sci= mean(views1, views2, views3R TO views6R).  
VARIABLE LABELS use_sci 'Usefulness Of Science'.  
EXECUTE.
```

*Confidence.

```
COMPUTE conf_sci=mean (views7, views8R TO views12R).  
VARIABLE LABELS conf_sci 'Confidence in Science'.  
EXECUTE.
```

*Gender Bias.

```
COMPUTE wiss=mean (views13, views14, views15R, views16R).
```

```
VARIABLE LABELS wiss 'Women in Science'.
```

```
EXECUTE.
```

*Motivation

```
COMPUTE sci_mot=mean(views17, views18, views19, views20R, views21, views22R,  
views23R).
```

```
VARIABLE LABELS sci_mot 'Science Motivation'.
```

```
EXECUTE.
```

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You can choose not to participate if you wish; there are no consequences for not participating. You can ask questions about this at any time. If you have questions, please contact the **(County)** 4-H Office at **(email)** or **(XXX) XXX-XXXX**.

Choose One	Yes, I agree to be part of the study. <input type="checkbox"/>	No, I do not agree to be part of the study. <input type="checkbox"/>
First Name		
Last Name		
County		
Club		
Date	____/____/____	

This survey should be completed by youth only.
You may choose not to answer any question you are not comfortable with.

1. How old are you?		
2. What grade are you in?		
3. Are you ... (Select ONE)	<input type="checkbox"/> A boy	<input type="checkbox"/> A girl
4. Are you... (Select ALL that apply).	<input type="checkbox"/> African American/Black <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Alaskan Native	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other
5. Are you... (Select ONE)	<input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Not Hispanic/Latino
6. What is the primary language spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Spanish	<input type="checkbox"/> Hmong <input type="checkbox"/> Other _____
7. Where do you live? (Select ONE)	<input type="checkbox"/> Farm <input type="checkbox"/> Rural (non-farm residence/town under 10,000) <input type="checkbox"/> Town or City 10,000-50,000	<input type="checkbox"/> Suburb of a City over 50,000 <input type="checkbox"/> City over 50,000
8. How many years have you been participating in 4-H? (Select ONE)	<input type="checkbox"/> This is my first year <input type="checkbox"/> This is my second year	<input type="checkbox"/> Three or more years
9. In general, how many hours do you spend in 4-H programs/projects each week? (Select ONE)	<input type="checkbox"/> One hour or less each week <input type="checkbox"/> Between one and three hours each week	<input type="checkbox"/> More than three hours each week
10. What types of 4-H programs or projects are you involved in? (Select ALL that apply)	<input type="checkbox"/> Clubs <input type="checkbox"/> Camps <input type="checkbox"/> After-school programs <input type="checkbox"/> Special interest clinics or workshops	<input type="checkbox"/> Web-based or online programs <input type="checkbox"/> Local fairs/events <input type="checkbox"/> Community service projects <input type="checkbox"/> Working on my projects at home <input type="checkbox"/> Other

Please rate how strongly you agree or disagree with the following statements.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I study science because I know how useful it is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I will use science in many ways as an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Science is of no relevance to my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Science will not be important to me in my life's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I see science as a subject I will rarely use in my daily life as an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I expect to have little use for science in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can get good grades in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I don't think I could do advanced science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I'm not the type to do well in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. For some reason even though I study, science seems unusually hard for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please rate how strongly you agree or disagree with the following statements.	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11. Most subjects I can handle okay, but I have knack for flubbing up science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Science has been my worst subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Girls can be as good in science careers as boys can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Girls can make important scientific discoveries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Girls have less need to study math and science than boys do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Boys need more math and science careers than girls do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate how much each statement describes you	Not true at all	Not so true	Somewhat true	True	Very true
17. I browse Internet sites which deal with science, nature, animals, or environmental issues	<input type="checkbox"/>				
18. I talk to friends, parents, or other people about science, nature, animals, or environmental issues (outside of science class)	<input type="checkbox"/>				
19. I look in newspapers or magazines for articles related to science, nature, animals, or environmental issues	<input type="checkbox"/>				
20. If I run into a TV program which deals with science, nature, animals, or environmental issues, I immediately change the channel	<input type="checkbox"/>				
21. I planned or performed science experiments outside of science class	<input type="checkbox"/>				
22. If I receive in an email, a message, or a presentation related to science, nature, animals, or environmental issues, I ignore it	<input type="checkbox"/>				
23. I do not go to any activities out of school that are related to science, nature, animals, or environmental issues	<input type="checkbox"/>				

Resources Taken From:

**Improving your Program(s) through Evaluation
Presented by Steven Worker**

**California 4-H Association Retreat
May 1, 2014**

Resources

ANR Program Evaluation for Healthy Families and Communities

http://ucanr.edu/sites/CEprogramevaluation/Program_Area_Resources/

Promising Practices in 4-H Science: Evaluation of 4-H Science Programming (May 2011)

<http://4h.ucanr.edu/files/103312.pdf>

Volunteer Research Knowledge and Competency Taxonomy

<http://nextgeneration.4-h.org/volunteerism/vrkc/> - includes 2 activities for volunteers on evaluation.

National 4-H – Evaluation Resources

<http://www.4-h.org/resource-library/professional-development-learning/science-training-guides-resources/evaluation/>

CYFERnet Search

<https://cyfernetsearch.org/> - Build logic models, use common measures

BetterEvaluation Website

<http://betterevaluation.org> – sharing information to improve evaluation

4-H Science Common Measures

<http://www.4-h.org/about/youth-development-research/>

The National 4-H Common Measures were developed by a group convened by National 4-H Council to assess indicators of scientific literacy, healthy living, citizenship, and youth development (but not the 6 C's that California uses). Each measure is approximately four to ten pages long and available on the national website. The measures are being required for grants issued through 4-H National Headquarters and National 4-H Council. At the State 4-H Office, Kendra Lewis, Shannon Horrillo, Steven Worker, Kali Trzesniewski, and others have been testing the measures to assess their effectiveness, validity, and reliability. The measures overall appear to assess what they are intended to assess, but there are several methodological issues, such as cross-loading items and low variance. If you want to look at the measures or discuss them further, contact Kendra Lewis, 4-H Evaluation Coordinator at kelew@ucdavis.edu or for the science measure specifically, contact Steven Worker at smworker@ucanr.edu.

Word Clouds

<http://www.wordle.net/>

For example, kids responded with these words when asked: *What are all of the ways you do science?*



Examples of Evaluation in 4-H

1) 4-H State Leadership Conference 2011

- From participants
 - Evaluation survey using scantron (F599UD), handed out at the last assembly with golf pencils.
 - Scanning conducted on-campus and a summary sheet and Excel file sent back.
 - Resulted in publication of 7 years of data in *Journal of Extension*. (IRB approval needed)
- From the planning committee
 - Individually, staff write comments on sticky notes and put them on flip charts divided in half: + and Δ
- Contact: for 2011, Steven Worker, smworker@ucanr.edu // for future, the 4-H Evaluation Coordinator

2) State 4-H Field Day 2013

- Youth and adults invited to complete a half-page, front-back survey. Provided an incentive.
- 365 paper surveys entered into Excel by a student assistant. Report compiled and sent to planning team.
- UC Delivers summarized the event.
- Contact: Steven Worker, smworker@ucanr.edu

3) 4-H Junk Drawer Robotics Workshops 2013

- Evaluation design documented and planned
- For youth: Asked to complete three surveys (draw-a-robot, open-ended questions, and survey)
- For adults: Asked to complete two surveys: a) after a workshop; b) after finishing the project
- Data entered into Excel by student assistant; report compiled. Shared with funder.
- Contact: Steven Worker, smworker@ucanr.edu

4) 4-H Filmmaking Workshops (hosted by the 4-H Technology Leadership Team) 2013

- Adapted an evaluation form. Asked people to complete it after each workshop.
- Data entered into Excel by student assistant. Steven added it to the report to the funder.
- Crafted a UC Delivers to document the project.
- Contact: Steven Worker, smworker@ucanr.edu

5) 4-H CYFAR (Children, Youth, and Families At-Risk) 2013 (IRB approval needed)

- “Draw-a-Scientist Test” an open-ended projective test used to assess youth perceptions of scientists. Drawings are scored dichotomously (yes or no) on a validated rubric where stereotypical images receive a “yes”; for example; lab coats, eyeglasses, facial hair, technology, Caucasians, male, etc.
- Survey: 20-question survey administered using the TurningPoint clickers.
- Report compiled to share with project staff and report to the funder. UC Delivers summarized findings.
- Contact: Steven Worker, smworker@ucanr.edu

6) Merced County 4-H Project Leader Survey (End of the Year)

- At the end of each year, project leaders are asked to complete a project evaluation survey. The surveys are completed either on-line or on paper and sent to the County 4-H Office.
- Contact: Russell Hill, rdhill@ucanr.edu

7) iThrive 3

- Formative: Postcards completed by project leaders and mailed in to the State 4-H Office. The “business reply mail” was setup with the UC Davis Mail Division.
- Outcome: Additional IRB approval required; surveys embedded in the Online Record Book. Surveys include:
 - “Flex Your Brain” (Growth Mindset)
 - “How I Feel” (Risk Indicators)
 - “Light Your Spark”
 - “Positive Youth Development”
 - “Academic Performance”
 - “Science” – adapted version of the National 4-H Science common measure
 - “Healthy Living”, parts I and II
 - “Citizenship”
 - “More About You”
 - “Science and Me”: Confidence in science, Usefulness of science, Gender bias in science (Women in Science)
 - “Becoming a Scientist”: Mindset (Science Mindset-Ability), Identity (Science Mindset-Identity)

Vignettes



1. The Board of Supervisors

That time of year again – county budgets! Money is tighter this year in your county, so the BoS is asking for evidence, proof, something compelling documenting outputs, outcomes, and impacts of various county services. They would like each department, including CE (and 4-H specifically) to provide evidence of the benefit of their respective programs. For 4-H, they are asking for facts about how many youth were touched by 4-H (outputs), what youth learned from participating in 4-H (outcomes), and – this is the big one for them - how 4-H benefitted the county in some way (impacts). So ... what can you share with them?!

2. Funder

The new SET/science key leader in your shiny new volunteer management board¹ has a fantastic idea for a countywide 4-H science fair! Youth would learn about and share the science behind their projects, like cooking, woodworking, and livestock. Scientists from the nearby college would be invited to attend and share their experiences. Sounds great! The key leader identified a potential funder willing to donate \$5,000² for the fair, however, there's a catch. In addition to asking for a program plan, timeline, and budget, the funder would like an answer to the two questions:

- What are the anticipated results of the project?
- Describe the processes and/or systems you have in place to measure the results of the project.



¹ What? You don't have one yet? This is the 21st Century! You probably don't have an iPad either, huh?

² Significant gifts over \$1,000 require approval from the County Director, of course! Chapter 9.

3. All Star Program

Your All Star program had a boon this year – seven youth applied and were all selected! The All Star Advisor is old school, been the advisor for twenty-seven years. A few months into the new team, you run into one of the All Stars at a poultry show. She shares with you that the team is dysfunctional, the leader is over controlling, and she’s thinking about resigning. You think to yourself, “how could I use evaluation to help find out what’s going on in the program, and whether this young person’s experience is shared by the other six youth?”



4. 4-H Camp

Ah, yes, wind in the tops of the trees, camp songs around the firepit, and the laughter of kids at camp, that time of year again – 4-H summer camp! This year, the new Camp Director changed the counselor training program because he thinks it will better prepare the teen counselors. He attended the American Camp Association (ACA) Conference, read a few counselor training books³, and put together a six month program for the counselors. A few folks, who have been involved for years, are skeptical. They ask, “the old way was working for years, why change it?” and “we’ve always done it that way.” The Director, slightly discouraged by this criticism has approached you. You think to yourself, “How might evaluation help show that the new training program works? (or doesn’t!?)”

³ Including our very own *Counselor-in-Training: Encouraging Youth Development Outcomes at Camp*.

State Leadership Conference



- MAKE HEAVY, DARK MARKS
• ERASE COMPLETELY TO CHANGE
• FILL EACH BUBBLE COMPLETELY

Class Standing FR [] SO [] JR [] SR [] GR [] Other []
Gender F [] M []
Required course for major? Yes [] No []
Major Math/Engineering [] Soc. Sci. [] Humanities []
Biol. Sci. [] Physical Sci. [] Exploratory [] Prof. Sch. [] Other []

2011 4-H State Leadership Conference Evaluation

- 1. What is your involvement in 4-H (only mark one)? 1. [5] [4] [3] [2] [1] [N]
5. 4-H Member 4. 4-H Volunteer Leader 3. 4-H Staff 2. Other
2. What is your ethnicity (only mark one)? 2. [5] [4] [3] [2] [1] [N]
5. White 4. Black 3. American Indian 2. Hispanic 1. Asian/Pacific Islander N. Other
3. What is your sex? 3. [5] [4] [3] [2] [1] [N]
5. Female 4. Male
4. How many 4-H State Leadership Conferences have you attended? 4. [5] [4] [3] [2] [1] [N]
5. Five or more 4. Four conferences 3. Three conferences 2. Two conferences 1. Just this year
Please rate these questions on the following scale: [-skip number 5]
5. Strongly Agree 4. Agree 3. Neutral 2. Disagree 1. Strongly Disagree N. Not Applicable
6. I am satisfied with the 2011 4-H State Leadership Conference. 6. [5] [4] [3] [2] [1] [N]
7. I want to attend the 4-H State Leadership Conference again. 7. [5] [4] [3] [2] [1] [N]
8. I will recommend the State Leadership Conference to other 4-H members. 8. [5] [4] [3] [2] [1] [N]
9. I was treated with respect by the youth delegates. 9. [5] [4] [3] [2] [1] [N]
10. I was treated with respect by the adult chaperones. 10. [5] [4] [3] [2] [1] [N]
11. I was treated with respect by the State Ambassadors and conference staff. 11. [5] [4] [3] [2] [1] [N]
12. I learned new facts and/or skills. 12. [5] [4] [3] [2] [1] [N]
13. I plan to use my new skills and knowledge in 4-H. 13. [5] [4] [3] [2] [1] [N]
14. I met one or more 4-H members outside my county with whom I will keep in contact. 14. [5] [4] [3] [2] [1] [N]
15. I gained information that I will be able to use to develop my personal leadership skills. 15. [5] [4] [3] [2] [1] [N]
16. I obtained new resources and/or materials to aid in my personal growth. 16. [5] [4] [3] [2] [1] [N]
17. I feel more connected to 4-H teens from across the state. 17. [5] [4] [3] [2] [1] [N]
18. I have a broader outlook of 4-H. 18. [5] [4] [3] [2] [1] [N]
19. I plan to continue in 4-H for another year. 19. [5] [4] [3] [2] [1] [N]
20. What was the most important reason for you to attend the State Leadership Conference? 20. [5] [4] [3] [2] [1] [N]
5. Learning Experience 4. Friends 3. Fun 2. Had to Go/Role Obligation 1. Getting Away N. Other
21. My county had a pre-conference orientation. 21. [5] [4] [3] [2] [1] [N]
5. Yes 4. No 3. I'm not sure.
22. [5] [4] [3] [2] [1] [N]

2011 4-H State Leadership Conference Evaluation

What were the most important things you learned at the conference?

What was the most valuable activity at the conference?

What could help improve the conference?



2011 4-H State Leadership Conference Evaluation

What were the most important things you learned at the conference?

What was the most valuable activity at the conference?

What could help improve the conference?



State Leadership Conf ()

4-H 2011

Section

SUMMER 2011

UNIVERSITY OF CALIFORNIA - DAVIS
Student Evaluation of Teaching



Enrollment % responding	<i>strongly agree</i>		<i>agree</i>		<i>neutral</i>		<i>disagree</i>		<i>strongly disagree</i>		\bar{X}	SD	N
	5	%	4	%	3	%	2	%	1	%			
1. What is your involvement in 4-H?	238	79%	51	17%	7	2%	5	2%	1	0%	4.7	0.6	302
2. What is your ethnicity? 5=white, 4=black, 3=Amer Indian, 2=Hispanic, 1=Asian/	235	82%	11	4%	9	3%	21	7%	11	4%	4.5	1.1	287
3. What is your sex? 5=Female 4=Male	215	71%	80	26%	4	1%	1	0%	2	1%	4.7	0.6	302
4. How many 4-H State Leadership Conferences have you attended? 5=5 or	23	8%	20	7%	20	7%	78	27%	153	52%	1.9	1.3	294
5.	25	46%	14	26%	11	20%	2	4%	2	4%	4.1	1.1	54
6. I am satisfied with the 2011 4-H State Leadership Conference.	172	57%	98	32%	27	9%	4	1%	2	1%	4.4	0.8	303
7. I want to attend the 4-H State Leadership Conference again.	209	69%	60	20%	22	7%	9	3%	3	1%	4.5	0.8	303
8. I will recommend the State Leadership Conference to other 4-H members.	220	72%	63	21%	18	6%	2	1%	1	0%	4.6	0.7	304
9. I was treated with respect by the youth delegates.	155	51%	113	37%	23	8%	9	3%	4	1%	4.3	0.8	304
10. I was treated with respect by the adult chaperones.	176	58%	94	31%	22	7%	7	2%	5	2%	4.4	0.9	304
11. I was treated with respect by the State Ambassadors and conference staff.	200	66%	67	22%	21	7%	9	3%	6	2%	4.5	0.9	303
12. I learned new facts and / or skills.	160	53%	103	34%	27	9%	10	3%	2	1%	4.4	0.8	302
13. I plan to use my new skills and knowledge in 4-H.	161	53%	101	33%	32	11%	5	2%	3	1%	4.4	0.8	302
14. I met one or more 4-H members outside my county with whom I will keep in	163	55%	61	20%	53	18%	11	4%	11	4%	4.2	1.1	299
15. I gained information that I will be able to use to develop my personal leadership	156	51%	110	36%	30	10%	4	1%	3	1%	4.4	0.8	303
16. I obtained new resources and / or materials to aid in my personal growth.	146	48%	108	36%	43	14%	6	2%	1	0%	4.3	0.8	304
17. I feel more connected to 4-H teens from across the state.	149	49%	102	34%	46	15%	4	1%	2	1%	4.3	0.8	303
18. I have a broader outlook of 4-H	156	52%	95	32%	44	15%	5	2%	1	0%	4.3	0.8	301
19. I plan to continue in 4-H for another year.	236	80%	40	14%	15	5%	1	0%	2	1%	4.7	0.6	295
20. What was the most important reason for you to attend the Conference? 5=learning	142	53%	33	12%	44	16%	35	13%	3	1%	4.1	1.2	268

State Leadership Conf ()

4-H 2011

Section

SUMMER 2011

UNIVERSITY OF CALIFORNIA - DAVIS
Student Evaluation of Teaching



Enrollment % responding	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>	\bar{X}	SD	N
	5 %	4 %	3 %	2 %	1 %			
21. My county had a pre-conference orientation. 5=yes, 4=no, 3=not sure	173 67%	57 22%	21 8%	5 2%	0 0%	4.6	0.7	257
22.	30 41%	20 27%	19 26%	2 3%	0 0%	4.1	0.9	74
23.	0 0%	0 0%	0 0%	0 0%	1 100%	1.0	?	1
24.								
25.								
26.								
27.								
28.								
29.								
30.								

State 4-H Field Day

2013 California State 4-H Field Day

Please mark one: <input type="checkbox"/> 4-H member <input type="checkbox"/> 4-H adult volunteer <input type="checkbox"/> Other: _____
What is your age? _____ Number of years in 4-H: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
How many years have you attended Field Day (including this one)? _____
I participated in the (check all that apply): <input type="checkbox"/> Presentation Day <input type="checkbox"/> Fashion Revue <input type="checkbox"/> Interview Contest <input type="checkbox"/> Judging Contest <input type="checkbox"/> Logo Design Contest <input type="checkbox"/> Photography Contest <input type="checkbox"/> Entomology Contest <input type="checkbox"/> Film Festival <input type="checkbox"/> MyPlate Challenge <input type="checkbox"/> Chess Contest <input type="checkbox"/> Plant Science/Horticulture Contest
Please check one box for each question.
1. I am satisfied with the 2013 State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
2. I want to attend next year's State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
3. I will recommend the State 4-H Field Day to other 4-H members. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
4. I feel more connected to 4-Hers from across the state. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
5. I was treated with respect by judges. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
6. I learned something new at the State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
7. I plan to continue in 4-H for another year. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
8. What were your favorite activities at the State 4-H Field Day?
9. What could be improved for next year's State 4-H Field Day?



2013 California State 4-H Field Day

Please mark one: <input type="checkbox"/> 4-H member <input type="checkbox"/> 4-H adult volunteer <input type="checkbox"/> Other: _____
What is your age? _____ Number of years in 4-H: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
How many years have you attended Field Day (including this one)? _____
I participated in the (check all that apply): <input type="checkbox"/> Presentation Day <input type="checkbox"/> Fashion Revue <input type="checkbox"/> Interview Contest <input type="checkbox"/> Judging Contest <input type="checkbox"/> Logo Design Contest <input type="checkbox"/> Photography Contest <input type="checkbox"/> Entomology Contest <input type="checkbox"/> Film Festival <input type="checkbox"/> MyPlate Challenge <input type="checkbox"/> Chess Contest <input type="checkbox"/> Plant Science/Horticulture Contest
Please check one box for each question.
1. I am satisfied with the 2013 State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
2. I want to attend next year's State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
3. I will recommend the State 4-H Field Day to other 4-H members. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
4. I feel more connected to 4-Hers from across the state. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
5. I was treated with respect by judges. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
6. I learned something new at the State 4-H Field Day. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
7. I plan to continue in 4-H for another year. <input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neither Agree nor Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree
8. What were your favorite activities at the State 4-H Field Day?
9. What could be improved for next year's State 4-H Field Day?



10. A "spark" is something you're passionate about; it really fires you up and gives you joy and energy, like playing a sport, taking care of animals, reading, and so on. Do you have a spark?
 YES NO If "YES", please list your spark(s) here: _____

11. Select a statement:
 When I decide upon a goal, I stick to it. **OR**
 I can change a goal again at any time.

12. Select a statement:
 I make every effort to achieve a given goal. **OR**
 I prefer to wait for a while and see if things will work out by themselves.

13. Select a statement:
 When something doesn't work as well as usual, I look at how others do it. **OR**
 When something doesn't work as well as usual, I don't spend much time thinking about it.

14. In the last month, how often have you felt confident about your ability to handle your personal problems?
 Never Almost Never Sometimes Fairly Often Very Often

15. During the past week, I had trouble keeping my mind on what I was doing.
 Rarely or none of the time Some or a little of the time A lot of the time Most or all of the time

16. I can handle problems that come up in my life.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

17. I think it is important for me to be a role model for others.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

18. I have a wide circle of friends.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

19. Other people's feelings matter to me.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

20. I know how to behave well in different settings.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

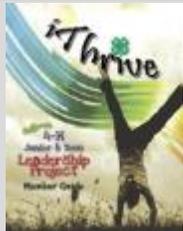
21. I take an active role in my community.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

22. I feel that I am a person of worth, at least equal to others.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

23. You have a certain amount of intelligence and you really can't do much to change it.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

24. You can always greatly change how intelligent you are.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

25. Are you using (or have you ever used) the iThrive curriculum in a 4-H project?
 YES NO




10. A "spark" is something you're passionate about; it really fires you up and gives you joy and energy, like playing a sport, taking care of animals, reading, and so on. Do you have a spark?
 YES NO If "YES", please list your spark(s) here: _____

11. Select a statement:
 When I decide upon a goal, I stick to it. **OR**
 I can change a goal again at any time.

12. Select a statement:
 I make every effort to achieve a given goal. **OR**
 I prefer to wait for a while and see if things will work out by themselves.

13. Select a statement:
 When something doesn't work as well as usual, I look at how others do it. **OR**
 When something doesn't work as well as usual, I don't spend much time thinking about it.

14. In the last month, how often have you felt confident about your ability to handle your personal problems?
 Never Almost Never Sometimes Fairly Often Very Often

15. During the past week, I had trouble keeping my mind on what I was doing.
 Rarely or none of the time Some or a little of the time A lot of the time Most or all of the time

16. I can handle problems that come up in my life.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

17. I think it is important for me to be a role model for others.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

18. I have a wide circle of friends.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

19. Other people's feelings matter to me.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

20. I know how to behave well in different settings.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

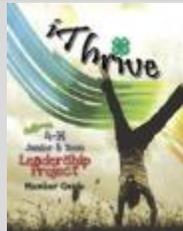
21. I take an active role in my community.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

22. I feel that I am a person of worth, at least equal to others.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

23. You have a certain amount of intelligence and you really can't do much to change it.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

24. You can always greatly change how intelligent you are.
 Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

25. Are you using (or have you ever used) the iThrive curriculum in a 4-H project?
 YES NO




Evaluation Report for the 2013 State 4-H Field Day

Steven Worker, August 27, 2013

Since 2002, the State 4-H Field Day has taken place annually on a Saturday in late May at the UC Davis campus from 8:00am until 6:00pm. The event is open to all 4-H members, volunteers, staff, and parents. Between 1,000 and 1,400 people attend the event annually. The State 4-H Office provides overall coordination support, but each contest and activity is independently coordinated by a group of 4-H staff, volunteers, and youth. During the event, 4-H members may participate in a variety of contests. Some contests require pre-qualification and/or pre-registration while others are open to all during the event.



Methods

In 2013, an evaluation of participants, parents, and guests took place via the collection of 365 surveys. Survey collection began about half-way through the event (starting at approximately 12noon). Everyone was welcome to complete a survey and in return received a 4-H Centennial lapel pin. Surveys took 5 to 10 minutes to complete. There were frequently a dozen or more people completing a survey at the same time. After the event, an undergraduate student (Emma Davidson) inputted survey data into Excel. Analysis was conducted using SPSS 21.

Table 1 reports the number of contests people selected that they participated in; participants were able to select multiple contests. Please note that Table 1 does not match the number of youth participating in each contest according to registration and check-in numbers.

Table 1. Number of Survey Responses for Each Contest/Activity.

Contest	ALL	Youth Member	Adult Volunteer	Other*
1. Presentation Day	202	148	48	6
2. Judging Contest	125	102	20	3
3. Entomology Contest	35	30	5	0
4. Chess Contest	10	8	2	0
5. Fashion Revue	115	70	35	10
6. Logo Design Contest	39	29	10	0
7. Film Festival	11	6	5	0
8. Plant Science Contest	58	44	10	4
9. Interview Contest	32	25	6	1
10. Photography Contest	49	34	14	1
11. MyPlate Challenge	23	18	4	1

* The other category includes the following responses: alumnus, other, parent, and visitor.

Who Responded?

Basic demographic information on the respondents is reported in Table 2. Approximately 2/3rd were youth 4-H members while a 1/3rd were adult 4-H volunteers.

Table 2. Demographic Information for All Surveys and Split by Subgroups.

Status	ALL	Youth Member	Adult Volunteer	Other
Sample Size (N)	365	256	108	20
Median Age	14	12 (range: 4-19)	44	41
Median Years in 4-H	4	4	6	1.5
Gender	87 Male 285 Female	58 Male 192 Female	22 Male 80 Female	6 Male 11 Female
Mean Number of Years Participating at the Event	2.40	2.23	2.85	1.5
Median Number of Activities Participated in at the Event	1	2	1	1

What did people report?

Overall, people responded favorably about the State 4-H Field Day. On average, most participants responded “Agree” or “Strongly Agree” regarding their satisfaction of the event, being treated with respect, learning something, and planning to continue for another year. Slightly lower, on average, were responses to feeling more connected to 4-Hers from across the state, though there was a divide between how 4-H members responded (mean of 3.68) to 4-H adult volunteers (mean of 4.06).

Table 3 outlines descriptive statistics for responses to survey questions 1 through 7. The Likert response scale was converted to integers: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

Table 3. Descriptive Statistics for Questions 1 through 7.
(Standard deviation contained within the parenthesis.)

	ALL	4-H Member	Adult Volunteer	Other
1. I am satisfied with the 2013 State 4-H Field Day.	4.41 (.63)	4.40 (.61)	4.45 (.69)	4.40 (.60)
2. I want to attend next year’s State 4-H Field Day.	4.46 (.70)	4.42 (.75)	4.55 (.59)	4.55 (.51)
3. I will recommend the State 4-H Field Day to other 4-H members.	4.46 (.70)	4.36 (.71)	4.63 (.67)	4.65 (.49)
4. I feel more connected to 4-Hers from across the state.	3.80 (.95)	3.68 (.99)	4.06 (.80)	4.00 (.97)
5. I was treated with respect by judges.	4.25 (.80)	4.25 (.81)	4.29 (.79)	4.11 (.83)
6. I learned something new at the State 4-H Field Day.	4.20 (.87)	4.16 (.87)	4.25 (.92)	4.50 (.61)
7. I plan to continue in 4-H for another year.	4.70 (.65)	4.71 (.62)	4.71 (.69)	4.67 (.59)

* Scale converted to: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

Qualitative Comments (Questions 8 and 9)

Two open-ended questions solicited comments about respondent's favorite activities and thoughts on what could be improved. A student assistant (Emma Davidson) coded the responses into themes reported below.

What were your favorite activities at the State 4-H Field Day?

The events that were mentioned most frequently were: Presentation Day (67 times), Fashion Revue (66 times), the Judging Contest (48 times), Interview Contest (16 times), and a few mentions of the Photography Contest, Chess Tournament, and Logo Design Contest.

Notable responses included:

- “Interaction with other 4-H families from CA”
- “The variety of booths and activities”
- “Talking to a veterinarian in training that is attending UC Davis”

What could be improved for next year's State 4-H Field Day?

The responses with the most comments included:

- Better directions and more signage (27 comments). For example “More signs to show where to go”, “Directions once you reach campus”, and “More signs on California & Russell”. One person remarked it would have been helpful to have a “Central Information Booth”.
- Public address sound system was not loud enough (23 comments).
- Not being enough time during the day or the day being too long (10 comments)
- Organization and coordination between contests could be improved (8 comments). Note that many of those who made this comment also marked both the “Presentation Day” and “Fashion Revue” boxes, so there is an indication for better coordination for youth (and parents) who participate in both of these contests.
- Over 79 comments dealt with wanting “more”, including activities (11), games (8), signs (7) food (6), and others like shade, breaks, booths, and judges.
- Longer time period for the Entomology Contest (4 comments). More youth wanted to participate than the contest was prepared for.

Notable and/or unusual comments include:

- “Every year we run out of toilet paper and paper towels in the bathrooms. Please put in extra rolls for these weekends.”
- “I wish participants could know if their presentation was in the AM or PM before they came. It would help plans.”
- “Judges need cheat sheet with questions. Uncomfortable when they said ‘I don't know what to ask’. This is the hard part.”

Exploring Satisfaction

A composite satisfaction variable was created to more fully explore influences on satisfaction. The variable was created by summing three questions, including:

1. *I am satisfied with the 2013 State 4-H Field Day.*
2. *I want to attend next year's State 4-H Field Day.*
3. *I will recommend the State 4-H Field Day to other 4-H members.*

The resulting variable had a theoretical range from 3 to 15. Table 4 provides the internal consistency reliability of the three items as well as the resulting mean and standard deviation of the new composite variable.

Table 4. Descriptive statistics and internal consistence reliability for satisfaction composite variable.

	N	α^*	Mean	Std Dev
All Participants	376	0.776	13.36	1.64
Youth	249	0.764	13.20	1.70
Adult Volunteers	105	0.816	13.69	1.51

* Cronbach Alpha estimates the internal consistency reliability between the three questions ($\alpha > .7$ is considered acceptable, higher than .8 is considered good).

Were people more satisfied with any particular contest over another?

No. Most people responded with similar levels of satisfaction regardless of the contests they participated in. Linear regression was used to examine the relationship between the 11 contests (independents; entered stepwise) on the satisfaction composite variable (dependent). The only statistically significant relationship found was with the interview contest ($\beta=.917$, $t=2.97$, $p=0.003$, $R^2=0.023$). Given that only 2% of the variance was explained, the beta value was less than 1, and only 32 people reported participating in the interview contest, while there was a statistically significant difference, there was not practical significance.

Were adults more satisfied than youth?

No. There was no difference found between youth, adults, and others in reported satisfaction. Analysis of variance (ANOVA) was used to compare the mean of the satisfaction composite variable to participant's status (e.g., youth member, adult volunteer, etc.; 6-levels total). The model was not significant; $F(5,370)=1.98$, $p=0.81$.

Were any demographic background factors predictive of level of satisfaction?

No. Analysis of variance was used to examine satisfaction on the background variables. No difference was found in level of satisfaction on age, years in 4-H, gender, number of years participating in the event, the total number of activities someone participated in at the 2013 field day.

Three Predictors of Satisfaction

Three additional variables were examined for their relationship with level of satisfaction: *Connected* (feeling more connected to 4-Hers from across the state), *Respect* (feeling respected by the judges), and *Learning* (learning something new at the event). First, linear regression was used to examine the relationship with the entire data set (See Table 5). All three predictors were significant, though only 28% of the variance in satisfaction was explained. The most influential variable was respect ($\beta=0.57$), followed by connected ($\beta=0.43$), and then learning ($\beta=0.33$).

When the analysis was divided between youth compared to adults, the results differ. For youth, the top predictor of satisfaction is still feeling respected, but it has a larger influence relative to connected and learning. For adults, the only significant predictor is feeling more connected to others across the state and it has a fairly large influence ($\beta=0.71$) while respect and learning were not significant.

These results appeared to indicate that youth satisfaction was primarily influenced by feeling respected by the judges followed by feeling connected and learning something. Adult satisfaction was primary influenced by feeling connected with others across the state. These results must be interpreted with caution as only a

limited quantity of the variance is explained by these predictors, hence, there are other factors influencing people's satisfaction with the event that were not captured by the survey.

Table 5. Linear Regression Model Predicting Satisfaction

Variable	Statistic	ALL	Youth	Adult Volunteer
Connected	β	0.43	0.39	0.71
	Std. error	0.09	0.10	0.22
	t	4.91***	3.77***	3.29**
Respect	β	0.57	0.66	0.40
	Std. error	0.11	0.13	0.23
	t	5.34***	5.23***	1.74
Learning	β	0.33	0.35	0.20
	Std. error	0.10	0.12	0.20
	t	3.34**	2.91**	0.97
Model	F	43.66***	31.10***	12.45***
	df	340	235	82
	R ²	0.278	0.284	0.313

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.0001$

Conclusion

Overall, the results of the evaluation demonstrate youth and adults were generally satisfied with the 2013 State 4-H Field Day. Respondents reported feeling respected by judges, learning something new, and planning to continue in 4-H for another year. These results help reveal many of the valuable benefits achieved for youth and adults participating in the event.

Recommendations for the 2014 State 4-H Field Day

- Provide information and training to judges in asking good questions and writing constructive and tactful feedback to participants (this may improve youth satisfaction).
- Provide activities that help participants, particularly adults, network, mingle, and learn from each other (this may improve adult satisfaction).
- Overall, the open-ended comments provided useful suggestions to improve the event for next year. These include:
 - Improving the projected sound so everyone can hear (this may involve renting a sound system instead of using our in-house system).
 - Improving the directional signage starting from Russell Boulevard towards event locations; and providing maps of building layouts to participants.
 - Ensuring clear and consistent communication between contests, particularly for those contests with strict schedules (e.g., Fashion Revue)
 - Having extra bathroom products on hand or requesting them from facilities.
- Finally, we need to continue evaluating the event in the future. The methods employed this year worked well. Additional indicators of satisfactions should be added to help improve the explanation of variance in satisfaction.

State 4-H event promotes personal responsibility

The Issue

A 4-H member demonstrating her journey of personal responsibility at the culminating event where she confidently presents to a large audience.

California's communities need responsible citizens who are committed to creating positive impacts and have the skills to effect change, including being accountable, committed, and effective communicators. This is at the core of what is considered having “character.”

Research shows that character is an important aspect of development that underlies individual and community success.



Young people have a desire to contribute to their communities and are often our most enthusiastic champions. To become change agents committed to positive action, youth need intentional opportunities to develop personal responsibility and character skills.

What has ANR done?

Since 2002, the California State 4-H Office has organized the the State 4-H Field Day, the culmination of young people's six months of effort. On the path towards the State 4-H Field Day, youth set a goal, pursue this goal, and often need to shift gears upon encountering obstacles. For example, in the presentation program, young people select a topic, prepare a presentation, and practice at a club, county, and regional event, where they receive feedback, critique, and evaluation, before being eligible to participate in the Field Day. Through this process, young people have an opportunity to demonstrate and grow their skills, ostensibly in public speaking and interview techniques, but ultimately their personal responsibility, accountability, and character. The event itself features a public speaking and interview contest, and other opportunities for youth to showcase and receive feedback on their learning through clothing and textiles, plant science, entomology, filmmaking, and photography projects.

The Payoff

4-H youth prepared to positively impact their communities

Since 2002, over 5,000 youth have participated at the State 4-H Field Day. An evaluation of the 2013 event demonstrated that three-quarters of participants “Agreed” and “Strongly Agreed” that the event was motivating, they found feedback from the judges useful, they learned something, they felt a sense of belonging with their 4-H peers, and ultimately that they would continue developing their personal responsibility through 4-H.

As young people have prepared for, set goals, pursued ambitions, overcome obstacles, and

Thrive



iChampion³

Leadership, Science & Me



Adult Volunteer Leader Guide
4-H Leadership Development Project

Companion to *iThrive 3 Member Guide* for the Leadership Development Project
University of California 4-H Youth Development Program

University of California
Agriculture and Natural Resources

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Ability Improved!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real World Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore ireflect istretch Real World Application
 (please explain) _____

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Sparks of Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real World Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore ireflect istretch Real World Application
 (please explain) _____

3. Growth Mindset in Science & Engineering

1. Kindle Your Inner Passion

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Can-Can Robot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iexplore My Goals & Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real World Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore Can-Can Robot ireflect #1 iexplore My Goals & Strategies
 ireflect #2 istretch Real World Application

(please explain) _____

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Agree to Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iexplore CUDOS to You!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth completed Sparks Points Surveys in ORB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore Agree to Disagree iexplore CUDOS to You

(please explain) _____

2. Engineering a Plan to Reach Your Goals

Step Up to Thriving

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Poster Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore ireflect istretch
 (please explain) _____

5. Thriving in Science & Engineering

iThrive 3
 State 4-H Office
 One Shields Avenue
 ANR Building, Hopkins Road
 Davis, CA 95616-8575



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TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iexplore Mystery Tube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ireflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
istretch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real World Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iexplore ireflect istretch Real World Application
 (please explain) _____

4. Putting the Cs in Science & Engineering

TWO EASY STEPS; BENEFITS TO 4-H: PRICELESS!

1. Fill in the blanks, check the applicable boxes.
2. Pop in the mail—the postage is pre-paid.

Your Name _____ Your County _____

We completed this chapter on _____ (date)

Names of youth in attendance for this lesson:

We delivered this lesson in a: Leadership Project Meeting (club based) Club Name _____
 County-wide Leadership Project Meeting Other (please describe) _____

These parts were completed:

Activity	During the meeting	By youth at home	Didn't do it
iCelebrate Kinetic Confetti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We modified these parts: iCelebrate Kinetic Confetti
 (please explain) _____

6. Celebrate

renewed annually.			
Signature of Youth	Date	Signature of Parent/Guardian	Date

County Use Only		Club Use Only		
				CASH OR CHECK#
Member ID#	Waiver of Liability	Date Received	Treatment Authorization and Health History	Fees Paid \$



**University of California Division of Agriculture and Natural Resources
4-H Youth Development Program
Parent Consent for 4-H Online Record Book**

Please Note: The 4-H Online Record Book is open to youth ages 9 and above.

The California 4-H Youth Development Program (YDP) offers a high quality experience for young people based on the latest research on positive youth development. Information from the 4-H enrollment system and the 4-H Online Record Book may be used to help us better understand young people and improve the 4-H YDP in California. Participation in this project is voluntary and your child may participate in the 4-H YDP even if he/she does not participate in the research and program evaluation. Additionally, participants may decide to withdraw from the research at any time and this will not affect their participation in the 4-H YDP. If you provide permission, information about your child from the 4-H enrollment system and the 4-H Online Record Book may be used for research and program evaluation. There is no direct benefit to the participant; the information gained from the research may be used to help improve the program.

All survey and demographic information will be stored on a secure encrypted server with restricted access. Names and other identifying information will be removed from all files. Your child's participation will be kept confidential, and will not be identified in any publication or in any data files shared with other researchers. If you decide to withdrawal your child from the research all data will be withdrawn from the research database.

If you have questions, please contact the State 4-H Office at fourhstateofc@ucdavis.edu or (530) 754-8518. For questions about your rights while taking part in this study call the Institution Review Board at (916) 703-9167 or write to IRB Administration, CTSC Building, Suite 1400, Room 1429, 2921 Stockton Blvd., Sacramento, CA 95817. Information to help you understand research is on-line at: www.research.ucdavis.edu/IRBAdmin.

Parents with youth ages 9 and above, check one box below:

I give permission for my child's information from the 4-H enrollment system and 4-H Online Record book to be used for research and evaluation.

I do not give permission for my child's information from the 4-H enrollment system and 4-H Online Record book to be used for research and evaluation.

MEMBER ENROLLMENT FORM AND PARENT CONSENT FOR ONLINE RECORD BOOK ARE TO BE SUBMITTED TO THE 4-H CLUB/UNIT LEADER AND RETAINED BY THE COUNTY 4-H OFFICE

Other Resources

Innovative Approaches to Evaluation in Informal Settings

**An NAAEE Roundtable led by Kathayoon Khalil and Kathleen O'Connor,
Stanford University**

What are our outcomes?

- Knowledge
- Thematic ties
- Attitudes
- Interest
- Trust
- Connection to place
- Identity
- Decision-making and actions
- Awareness of habitat
- Future stewardship/self-efficacy
- Likelihood of return
- Connect learning to personal goal for place
- Connections to classroom learning

What are our challenges?

- Time
- Materials
- Boring!
- Data processing
- Intimidation
- Honest opinions on paper
- Developmental challenges
- Investments in field educators on importance

Let's do it!!

- Photos
- Smileys
- Tweet time
- Concept map
- Time capsule
- Love/Hate
- Blogging
- Relays
- Station rotation
- Pledging

Photos

- Ask students to take pictures of the things that they find interesting, beautiful, etc. (match the prompt to what you want to measure)
- Keep copies of the photos to inform you as to what the students are thinking and feeling
- If you want, you can ask students to explain their choice of photo to you so you can get more information about their creative process

Smileys

- Make (or let the students make) little cards that show basic emotions: happiness, neutrality, or sadness/anger
- Give each student a set of emotion cards
- Ask students periodically to show you what they are feeling based on the cards
- Record/tally responses if you want to have hard data, or else just use it as a check-in activity

Tweet Time

- In 140 characters, have students write a “tweet” based on a prompt that you come up with (e.g. How does this make you feel? What can you do to help wildlife?)
- You can make this fun by having little banners of paper on which students can write their tweets and share them with each other

Concept Map

- This activity has many different forms. Some examples...
- Make big placards either with words already on them, or with space for students to write words. Ask them to work together to make a giant mind map on the floor. Get them moving around and talking to each other about where each word should go.
- Do this before and after teaching a concept
- Look at how often key words come up (or don't come up) and also the branching – is the concept map bigger at the end, with more branches?

Love/Hate

- Best for little kids
- Show students pictures of things you want emotional feedback on (we did it with pictures of animals)
- Ask kids to put hearts around the animal/pictures that they love or really like
- Ask kids to scratch or cross out pictures of the animals that they don't like
- You can follow this up with conversation or just tally up the responses for a quantitative measure

Blogging

- Create a blog on which students can record their thoughts or reactions to your program
- Prompt students on the blog by asking specific questions or let students write freely (depending on the program and the age of the students)

Time Capsule

- Have kids decorate and personalize a box or envelope
- Ask kids to write down something short (like a Tweet!) that responds to one of your learning outcomes (like...how they feel about climate change. Or what they know about ocean acidification. Or what they think of when they hear the word “poacher.”)
- This doesn't have to be written – you can have kids draw comic strips or pictures or anything that expresses their thoughts in their own way
- Have them put that response in their envelope
- At the end of the lesson, have them open the envelope and talk about how their opinion has or has not changed

Relays

- Good for measuring cognitive gains
- We did this with ecosystems/habitats. We had blank pictures of habitats and lots of pictures of animals and plants that might live in different habitats.
- Ask kids to get into two teams (or one team and race their own time!)
- Have kids match the pictures to the correct habitat as fast as they can
- Time students and have them beat their time!
- This makes a good pre/post assessment, comparing how many they got right and how fast they did it before and after a lesson

Station Rotation

- Think of three questions you want to ask students that serve your learning outcomes
- Tell students they can choose one of three stations (we did drawing, discussion, and acting), based how they best express themselves
- Have one leader at each station prompting students with each question and having them answer the question either by drawing, talking, or acting it out (based on the station)
- Have the leader also record key nuggets from each group that they think represents student understanding of the concept

Pledging

- Give students several behavior options (like recycling, taking shorter showers, unplugging electronics when not in use, etc.)
- Ask students to choose one behavior they are not currently doing that they would like to start doing
- Have students get in groups by behavior and draw pictures of themselves doing those behaviors
- Prompt students to talk about barriers to their behavior and have them discuss ways that they could overcome those barriers

Questions? Or tell us how it worked for you!

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