

Measuring the Impacts of 4-H Youth Engagement on Rural Food Security

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Contribution of 4-H Participation
to the Development of
Social Capital within Communities:
Multi-state project NCERA215

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 Extension



Climate Change in Communities

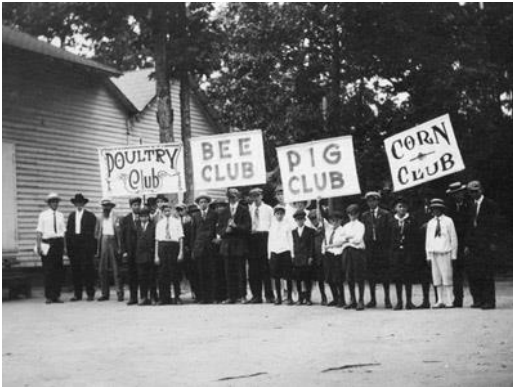




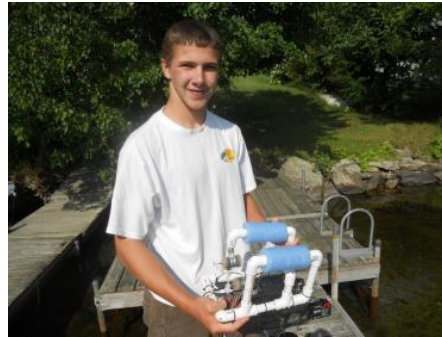
4-H is the youth development program of our nation's Cooperative Extension System.

4-H: 110 Years of Innovation

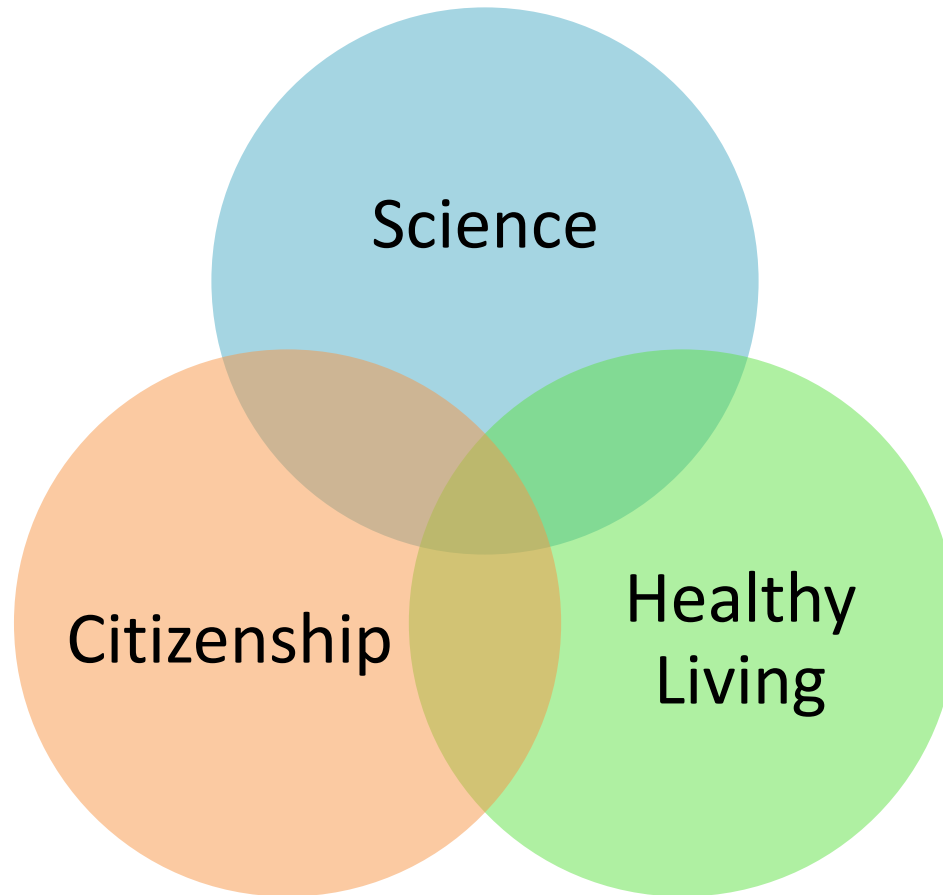
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4-H Mission Mandates



4-H youth are about 4 times more likely to make contributions to their communities (grades 7-12) and 2 times more likely to be civically active (grades 8-12).



Tufts Study (10-Year Longitudinal)

National 4-H Science Day Experiment



USDA Rural Youth Development Program National Institute of Food and Agriculture (NIFA)

ENGAGING *Youth,*
SERVING *Community*



EYSC Guiding Principles



- Rural communities under 10,000
- Youth and adults share in governance and decision-making
- Rural youth improve their own lives and their communities
- Local community teams, engage same youth over 4-5 years
- Culturally sensitive, inclusive process
- Public issues forums: issues affecting rural youth
- Longitudinal action plans: projects that grow in scope, breadth, and depth over time
- Leverage additional community resources
- Impacts framed in the Community Capitals Model

EYSC Project Evaluation

Common methods:

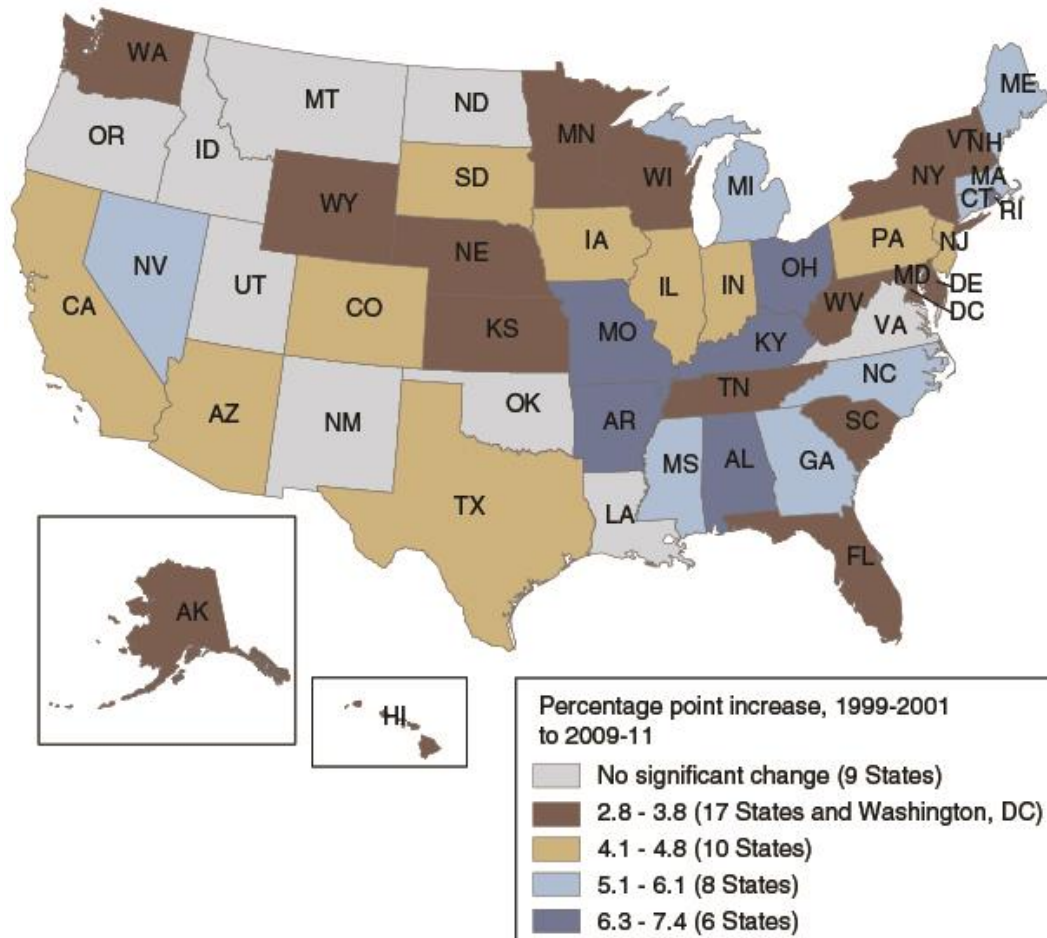
- Leadership skills post-then-pre survey
- Observation of project outcomes survey
- USDA output measures report
- Community project accomplishment report

Site specific:

- Ripple-effect mapping (EYSC toolkit)
- Impact assessment

Food Insecurity

Between 1999-2001 and 2009-2011, food insecurity was essentially unchanged in nine States and up in the rest



Source: USDA, Economic Research Service using data from Current Population Survey Food Security Supplement.

Food Insecurity

Linked to negative outcomes:

- Adults overweight, obese, higher BMI
- Depression in women with at least one child under age 13
- Parental reports of 8th grader health status
- Developmental effects on non-cognitive skills in school
- Quality of parent-child interactions, parental stress and hardship

EYSC youth/adult training team



- Initial training for community teams
- Intro to community capitals
- Site visits (ripple-effect mapping)
- Videoconferences
- Annual leadership conference
- Guidance with impact assessment

EYSC Food Security Projects

Missouri

- Short-term “relief” projects
- School backpack programs
- Community gardens
- School and community food drives
- Cooking classes for low-income adults
- Food & financial literacy classes for children
- Farm to School initiative
- Invest an Acre program





Lamar, Missouri





Greenfield, Missouri



Ripple Effect Mapping

1. What are people doing differently because of the project?

**2. Who benefits from the project and how?
How does the fact that people are doing things differently make a difference?**

3. What changes do you see in the way community groups and institutions do things?

C

Barton County

P

2012

F

helps kids, parents
Academic
②

② 3,000 cans of food
Good Samaritan
①

Bank involvement
w/ \$ makes cents

MottoCola

Youth know
MottoCola

MONEY MAKES CENTS
• BACKPACK
• FOOD DRIVE

Youth
motivation

organization help
(FFA, Girl Scouts,
helping hands,
4-H)

Future Projects

Church help

Community involvement
Buddy Backpacks

★ joining together
interorganizational work ★

Grant writing

B

H

N

S

C

(Cultural)

P

(Political)

F

(Financial)

B

(Built)

S

(Social)

MOHOCOLA

- Triple B P (abbr)
- Community Gardens
- Greenhouse

• Health Department

• Parents (Have to buy less food)

• Community Appreciation

- 1
- 2
- 3

• Happier & More Active Youth

• Parents

• Kids

• Siblings

• School Administration

• Younger Generation (better Role Models)

• Improved Teen Motivation

• Improved Academics (Focus is better)

• Teachers

• Superintendent

• Greater Hunger Awareness

• Broader Student/Club Involvement

• Community

• More Teen Involvement

• Lockwood creating Program

(Historical)

H

(Natural)

N

ing pe...
 days tea...
 Get the schools involve in their communities.
 a little more direct...

Impact Assessment

Lamar, Missouri

Community food drives

- Dollar valuation of donations (FC)

Community gardens, cooking classes

- Changes in healthy eating behavior (HC)

Overall project

- Ripple-effect mapping - changes in supporters, partnerships, new community initiatives (SC)
- Adult stakeholder interviews (CC)

Greenfield, Missouri

Brown Bag Buddies Program

- Student well-being and in-school performance (HC)

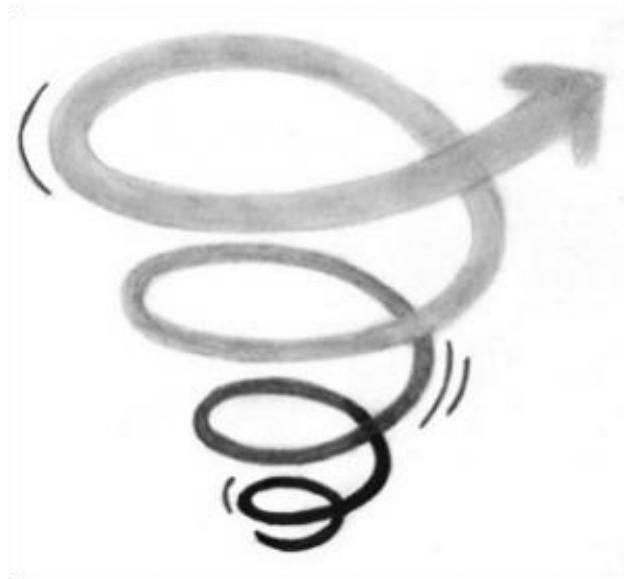
Greenfield Community Garden

- Dollar valuation of donations (FC)

Overall project

- Ripple effect mapping - changes in supporters, partnerships, new community initiatives (SC)

“Spiraling Up” of Community Human and Social Capital for Food Security



Human capital = knowledge/skills/health

Social capital = trusting relationships/reciprocity/networks

Bonding – “getting by”

Bridging – “getting ahead”

Summary and Lessons Learned

- Framing work in terms of CCF expands awareness of capitals and ripple effects
- Evolution of projects, from charity and “band-aid” to community engagement and capacity-building
- CCF a bridge between external funders and the community – differing views of impact

Summary and Lessons Learned

- Youth-led forums and longitudinal action plans: community human and social capital development
- Youth seeing themselves as community “change agents”
- Adults viewing youth as credible partners in change process

**(Social) Climate Change in
Communities**

**(Youth) From Community
Thermometers to Thermostats**



Reclaiming Children and Youth “Celebrating Youth Development” Issue Vol 23, No 3 (2014)

The science of positive youth development provides an evidence-based foundation for building resilience in children, families, and communities. One of the world’s leading youth organizations, 4-H, is designing its programs of “transformational education” around the developmental needs of belonging, mastery, independence, and generosity. Leading researchers and practitioners describe these innovative approaches with diverse populations of young people.

<https://reclaimingjournal.com/node/1496>

Thank You!

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