



**Prepared & Engaged Youth Serving American Communities**



***National 4-H Impact Assessment Project***

## *Acknowledgments*

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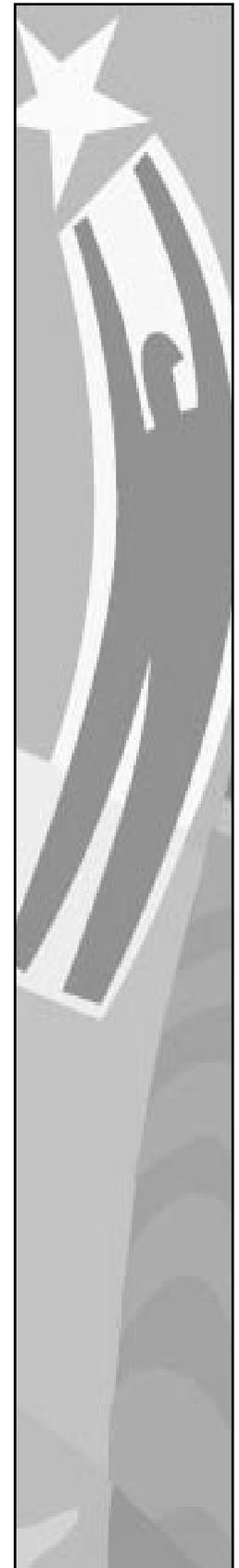
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## *Executive Summary*

In order to gather data on the perceptions about the benefits of the 4-H Youth Development Program, youth and adults associated with 4-H were surveyed in 1999-2000. Questionnaires were divided into components related to critical elements of youth development. The survey sections included the following: Adults in 4-H, Feelings about 4-H, Learning about 4-H, Helping Others, Planning and Decision Making in 4-H and Belonging in 4-H. Feedback from a total of 2,467 youth and 471 adult respondents nationwide reveal that young people and adults believe that 4-H Youth Development programs reflect very positively the critical elements that researchers identify as essential to positive growth and development. The critical elements of youth development programs that should be included in programs include:

- A positive relationship with a caring adult
- Safe physical and emotional environment
- Opportunities to master skills and content
- Opportunities to practice service for others
- Opportunities for self-determination, decision-making and goal setting
- Opportunities to be an active, engaged learner
- A positive connection with the future
- An inclusive atmosphere

The following are key results that illustrate the critical elements included in the study:

1. **Caring Adults:** Much research points to a caring adult being a strong element in positive youth development. Our survey found strong agreement with both youth and adults that adults in 4-H made young people feel good about themselves.
2. **Safe Places:** Ninety-four percent of youth and 98% of adults agreed that in 4-H, youth feel safe to try new things. Ninety-three percent of youth agreed that “I feel safe when I do 4-H activities.”
3. **Learning:** This research shows that 4-H is open to new learning. Over 88% of the youth feel that they can try new or different things. Eighty-four percent of youth feel that 4-H can help them solve problems on their own.

*“I love learning and 4-H provides plenty of education for me.”*

*“4-H has  
changed my  
life by letting  
me make my  
own choices.”*

4. Service: Ninety-one percent of youth and 98% of adults agreed that adults help youth to work with others as a team. Community service has always been an important component of 4-H with adults and youth working together with community organizations. One youth said, “I learned how to do community work and now I like it.”

5. Responsibility: Ninety percent of kids surveyed agreed with the statement “4-H teaches me to help other people.” Furthermore, they felt that “4-H teaches me to be responsible for my actions.”

6. Belonging: Ninety-two percent of both youth and adults agreed with the statement that “All kinds of kids are welcome in 4-H.” Ninety percent of kids agreed that “4-H helps me to accept differences in others.” Ninety-four percent agreed that gender made no difference in that “both boys and girls can be leaders in 4-H.”

This report outlines the history and purpose of the National 4-H Impact Assessment Project. Results are included from our nationwide surveys of youth and adults as are results from states replicating or utilizing the study in some way and general recommendations for future work. The overarching purpose of the project (which extends beyond the development of these surveys and data) is to help answer the question, “What positive outcomes in youth result from the presence of critical elements in a 4-H experience?” This project represents the first truly national attempt to address these issues.

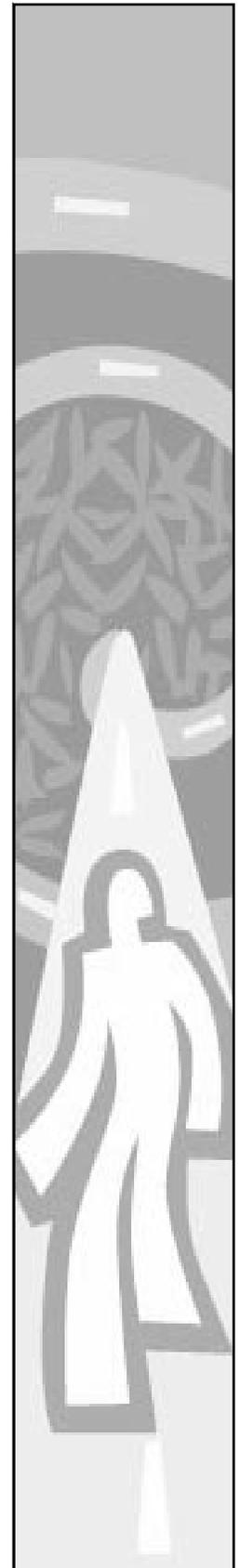
## Introduction & History

Funding agencies, foundations, government entities, and private partners have charged youth-serving agencies to document the positive impacts of the programs they support. In general, they want to know that these programs are making differences in the lives of young people.

The 4-H Youth Development Program has been in existence since 1902 but has never conducted a national study of impact, despite numerous discussions and recommendations to do so. Although a “matrix of consequences” was constructed to plant the seeds for a national evaluation effort in about 1980 (in response to Congress’s directive for Cooperative Extension to demonstrate the consequences of its programs), the suggestions made by evaluation professionals were not implemented (Scriven, 1979, 1980; Meyers, 1980; Pigg, 1980; Patton, 1980; Light, 1980). Part of the difficulty in implementing complex evaluation strategies is the variety of types of programming that occur in the diverse delivery modes of 4-H. Even twenty years ago, it was noted that the “realm of specific outcomes was too immense to be dealt with coherently” (Meyers, 1980). Meyers also noted the reality of the local adaptation issue:

“*...local program staff are free to adapt general educational programs to local situations, local participants doing so only voluntarily, as they perceive a program’s utility and value. In the case of 4-H, this is particularly critical, as many efforts are predicated on high rates of adult participation as volunteer staff. Thus, there is a considerable potential for variability in 4-H programs, not only from state to state, but from community to community within states, as agents modify their practices to juxtapose with local preferences.*”

Furthermore, a need for balance between a practical, useful tool and an instrument with rigorous research integrity was apparent. The 4-H Youth Development Program has a long rich history of positive youth development educational activities designed to develop young people into capable, caring, and contributing members of society. Because of this history, many have assumed that everyone knows 4-H and its positive programming efforts. Unfortunately, this is no longer an appropriate assumption. The trend pointed out by Pigg (1980) of “increased demand on Extension and 4-H administrators to improve their program monitoring and evaluation functions...” is more true today than ever.



During a national meeting of State 4-H Program Leaders in April 1997, a discussion took place about the need for a national study of impact. Funding agencies wanted impact data. Other national youth-serving organizations were being funded due to impact data they had generated. The program leaders decided upon the following five evaluation priorities during that meeting:

- *identify areas of current research and establish a network for replication and dissemination;*
- *design and develop original youth development outcomes research;*
- *build the capacity of the Cooperative Extension System related to 4-H Youth Development impact assessment;*
- *identify social and economic outcomes related to 4-H volunteerism; and*
- *develop national leadership and assistance in assessing any Government and Performance Results Act (GPRA) youth development targeted measures;*

In August 1997, under the leadership of staff from the University of Arizona and on behalf of the State 4-H Program Leaders, a request for the funding of a national impact study of the 4-H Youth Development Program was presented to Dr. Alma Hobbs, Director of 4-H/Families/Nutrition at the U.S. Department of Agriculture Cooperative State Research, Education and Extension Service. What resulted was a grant of \$25,000 received from the U.S. Department of Agriculture and thus the die was cast for a national study. Under the leadership of the University of Arizona and with this initial funding from Dr. Hobbs, the vision was created and action steps taken.

In December 1997, forty-five people from twenty-three different states met in Tucson, Arizona, to discuss and design a National Impact Assessment of the 4-H Youth Development Program. Purpose statements and a study question were drafted, and work groups were formed. The purposes of the project included the following:

- *establish a baseline measure of current 4-H program outcomes and generate defensible data that can be shared with decision-makers at the local, state, and national levels;*
- *foster additional impact initiatives by linking states that wish to collaborate on targeted projects;*
- *encourage every county and state to collect, analyze, and report 4-H impact data; and*

- *build an infrastructure that will make impact assessment an ongoing, continuous part of 4-H Youth Development.*

The intent of pursuing these purposes was to put 4-H in a better position to answer the question, “What positive outcomes in youth result from the presence of critical elements in a 4-H experience?” The work groups formed during the Tucson meeting were as follows: Critical Elements, Outcomes, Methods and Current Efforts (*see Appendix A for a list of members*).

Survey questions were designed based upon critical elements found in the youth development literature and positive outcomes conceptually associated with these elements. The assessment process was designed to focus on youth in grades 4-12 who participate in 4-H delivery modes (clubs, school enrichment, special interest and after-school programs).

States were randomly selected from each of the four geographic regions of the country. Each state then randomly selected counties to participate, and in turn the counties randomly selected the groups to participate. Although the initial goal was to obtain 8,000 youth participant surveys and 800 adult surveys, the numbers of completed and returned surveys were sufficient for statistical analysis and conclusions to be drawn. Counties received evaluation packets that included the survey instruments and instructions on how to make the process interactive and fun. The pre-pilot, pilot and national data collection phases and instruments (*found in Appendix F*) were all approved by the University of Arizona and other relevant Institutional Review Boards (i.e., Human Subjects Committees) and parental permission and youth assent were obtained for all survey data reported here.

Support for this project took many forms; money, faculty/staff time, conference planning assistance, pilot and national survey participation, report printing, strong verbal support and many other ways too numerous to count. This was a million dollar effort of which the entire Cooperative Extension should be extremely proud. The vast majority of states contributed in some way to make this report a reality. (*See Appendix A*).



## Method

### Critical Elements

After the December 1997 meeting in Tucson, the Critical Elements Work Group reviewed relevant youth development literature and kept in mind the goals and vision of 4-H as they endeavored to create a list of program characteristics most likely to engender positive youth outcomes when incorporated into youth programming. The following is the list of the eight critical elements (*see Appendix B for the work group report*):

- A positive relationship with a caring adult;
- A physically and emotionally safe environment;
- The opportunity to value and practice service for others;
- An opportunity for self-determination;
- An inclusive environment;
- An opportunity to see oneself as an active participant in the future;
- Engagement in learning; and
- Opportunity for mastery.

The theoretical strength of these critical elements is the cornerstone of the National 4-H Impact Assessment project. The work group report describes the origins and gives examples in Appendix B.

### Outcomes

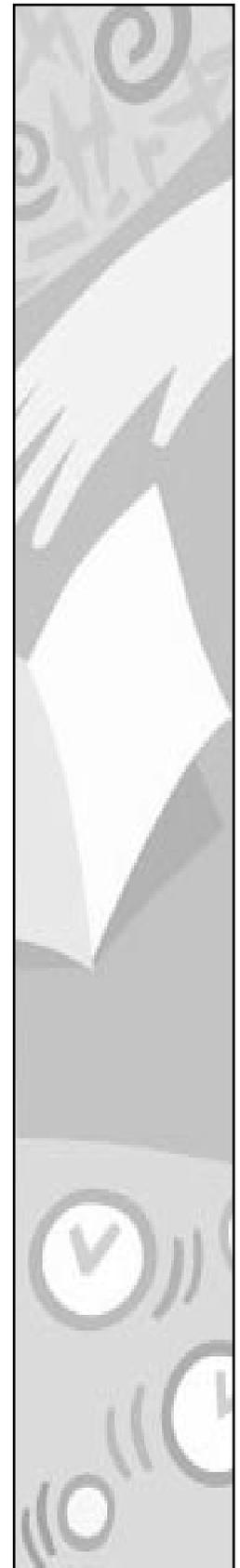
The Outcomes Work Group developed a list and general description of positive outcomes most likely to be related to these critical elements. These include the following: communication, conflict resolution, critical thinking, decision making, goal setting and planning, social/environmental navigation, personal safety, problem solving, relationships, social responsibility (e.g., leadership and citizenship/community service), subject matter knowledge and skills, and valuing diversity (*see Appendix C for the Outcomes work group report*).

### Current Efforts

Concurrently, a report was generated by the Current Efforts Work Group (*see Appendix D*) to describe other sources of data about 4-H youth. Particular attention was given to national education surveys.

### Methods

In July 1998, members of the Methods Work Group met to draft the sampling design and survey instruments. The team members referred to the



Critical Elements and Conceptual Outcomes documents from the first two work groups. The Methods Work Group members also considered other 4-H and extension surveys (e.g., *Children, Youth and Families At Risk–CYFAR–reports, New York Members Only Club Survey, Iowa Survey, Kansas Survey, New Mexico and others*) as well as non-4-H surveys (e.g., *Boys & Girls Club, Big Brothers/Big Sisters, Girl Scouts, and others*). Based on ideas from all these sources, many sample items were written for each critical element category and the items were ranked with the top 5-10 in each category used to draft the pilot instruments (see *Appendix E for the Methods work group report*).

### **Pre-pilot**

Arizona and Missouri helped develop the facilitated process and pre-piloted the process and the surveys with groups representing the four ES-237 programming units. Feedback came from the Arizona and Missouri youth groups. Also, National Association for Extension 4-H Agents (NAE4-HA) '98 workshop participants provided detailed suggestions for improvement of the surveys. After changes were made, the Pilot Phase was started in December 1998.

### **Pilot Study**

The primary purpose of the “Pilot Study” was to provide enough data to fine tune the survey instrument. A secondary purpose of the pilot phase was to try out the sampling process and to learn enough about the assessment effort to write a detailed “Instruction Packet” that would accompany the national data collection effort. For the pilot phase, two states from each of the four regions (Rhode Island, Pennsylvania, Minnesota, North Dakota, Georgia, Texas, Oregon and Idaho) and two counties from each state were randomly selected to survey participants from each of three program areas (clubs, special interest and school enrichment). Both rural and urban counties were included. After-school child care programs were selected from states that offered these programs. Each county was instructed to randomly select programs to be surveyed. Adults connected to the groups being surveyed were asked to complete the adult survey instrument. A total of 1300 surveys were sent to participating states and about 480 completed youth and 190 adult surveys were returned. Due to the need to complete the pilot process in time for national data collection, the pilot was conducted at an awkward time of year (winter). An additional number of completed surveys could not be used due to lack of written consent. Since active consent was a required part of the process, we could not accept surveys submitted without proof of parental consent.

### **National Data Collection**

Modifications were made to the instruction packets and surveys (*see Appendix F for a sample of the instruction packet*). A national training session was held in Kansas City, Missouri, in March 1999 to introduce the process to participating and interested states. In June of 1999, packets were mailed to randomly selected states (three from each of the four regions) containing the revised surveys as well as consent forms, directions for human subjects proposal submission, and other details in the instruction packets.

Difficulties encountered with data collection included the following: obtaining parental consent, access to students in school enrichment programs, lack of identity with 4-H (for some students in “non-traditional” programs) which potentially decreased motivation for completing the process, lack of accurate enrollment data, confusion for some regarding ES-237 reporting categories, and the sheer amount of time and energy it takes for local agents to complete such a task. The deadline for states to turn in completed surveys was extended in order to obtain numbers of completed surveys closer to the original target numbers.

### **National Data Collection Sampling Design**

As in the pilot phase, states were randomly selected from each region and counties were randomly selected to survey youth. For clubs, special interest, and school enrichment programs, three states were selected from each region. For after-school child care projects, states with the highest enrollment from each region were asked to collect surveys. The numbers of surveys to be completed by each county and state were determined proportionately. That is, states with greater enrollment numbers were asked to collect more surveys. For example, total numbers requested from the Western Region were fewer than for the Southern Region, but were in proportion to national enrollment figures.

The two versions of the questionnaires (youth and adult) covered the same topics, but the items were rewritten for the adults (e.g., a youth statement would sometimes include personal referents such as “I” and “me,” where the adult versions would always say something like “Children in 4-H....”). In the results section below, we use examples exclusively from the youth surveys but offer response rates from the adult surveys when appropriate. See Appendix G for a report on the validity and reliability of the survey data. Appendices H and I list the detailed results reported in summary below. (*Note that due to rounding error, not all percentages will add to 100%.*)

The statistical procedure used to analyze the data for the National 4-H Impact Study was Multiple Classification Analysis. Multiple Classification

Analysis is a statistical procedure that shows the effect of several independent variables on a single dependent variable. It is similar to the more common multiple regression procedure but does not require the same assumptions and allows for non-continuous independent variables.

For more discussion of the procedure see Andrews, Morgan, Sonquist and Klem, 1973. Andrews, Frank, James Morgan, John Sonquist, and Laura Klem, 1973 Multiple Classification Analysis. Institute for Social Research. University of Michigan, Ann Arbor, Michigan. For a description of how to calculate an MCA, see the Methods Work Group Report (Appendix E).

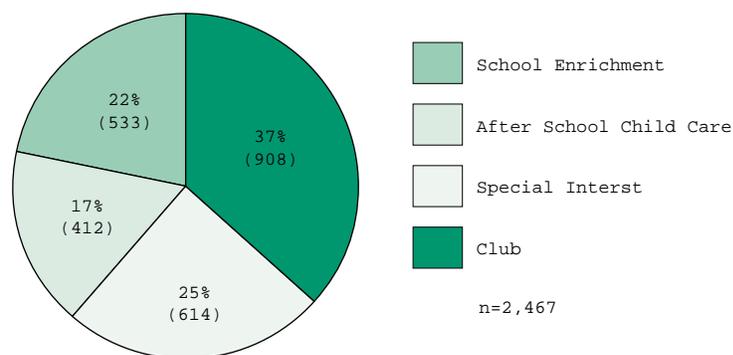
## Results

### Respondent Characteristics (Youth)

The youth who responded were on average 11-12 years of age, in the 6th grade, mostly female (59% vs. 41% male) and white (78% vs. 8% African American, 3% Hispanic, 5% Native American, 2% Asian American and 5% other). These percentages are close to 1998 National 4-H enrollment figures. Although the majority of the youth had friends who were “mostly the same ethnic background” (58%), a significant number have “friends of mixed ethnic background” (35%). Most of the youth lived with two parents (73%), although one quarter reported other living arrangements (25% which included 8% who lived with one parent and one step parent, 8% who lived only with their mother, and 2% who lived with their grandparents). These percentages are not dissimilar from national U.S. census data which report that 69% of youth under 18 years live with two parents and 27% live with one parent.

On average, the surveyed youth had been in some kind of 4-H program for about 1-2 years (the range of length of time in the program was from less than 6 months to over 6 years). Most of the youth reported living in rural areas (31.9% rural and 25% rural non-farm). However, the sample did include 11% who lived in metropolitan cities over 50,000 and 15% who reported living in cities between 10,000 and 50,000. National 4-H demographics from 1998 reported that 44% lived on farms or in towns less than 10,000, 24% lived in metropolitan cities over 50,000 and 23% lived in cities between 10,000 and 50,000.

The programs with completed youth surveys included the following:



Clearly, there was an over representation of clubs, perhaps because these are programs in which parental consent was the easiest to obtain. Many special interest programs are only offered in the summer and school enrichment programs usually require intense advanced planning in order to include time to complete surveys and to expedite a good relationship with school personnel

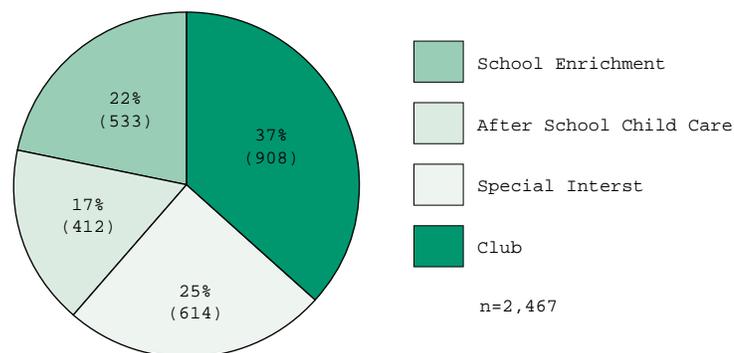


which can increase buy-in by parents and, therefore, a better return rate for permission forms.

Responses to the breadth of program experience questions showed that the majority of these youth participated in a variety of 4-H activities and were not limited to the delivery mode where they completed the surveys. This is important because it indicates that their perceptions of 4-H were likely formed from more than one experience with the program.

**Respondent Characteristics (Adults)**

Of the 471 adults who completed the surveys, 84% were parents of a child who participated in 4-H. Almost 56% were adult volunteers with 4-H and 13% were staff members with 4-H responsibilities. Almost half (46%) were involved as children in 4-H. The vast majority were female (78%) and white (87%) of an average age of 40 years. Most of the respondents had two or more children in school grades K-12. As with the youth, over half of the adult respondents came from a rural area (54%). A smaller percentage of adult respondents came from communities greater than 10,000 (10% live in a metropolitan city over 50,000, 8% in cities between 10,000 and 50,000). The types of delivery modes for completed adult surveys follows:



Apparently, access to adults, particularly mothers, is easiest in club programs. This is consistent with the numbers of completed surveys from the youth. If adults were not present before, during, or after the program, it was harder to recruit their help in completing surveys. The youth typically completed surveys during a scheduled meeting. Some of the parent surveys were sent home, thus requiring additional follow-up on the part of the county agents or other volunteers who administered the survey.

**Building on the Strengths of the 4-H Program:  
Descriptive Data**

In general, youth and adults are very positive about 4-H and specific aspects of the programs. The vast majority (90% or more) agree or strongly

agree with statements such as the following: “4-H teaches me to be responsible for my actions” and “4-H teaches me to help other people.” However, certain elements stand out as being particular strengths of 4-H, as revealed by some of the descriptive data from the surveys.

**Belonging in 4-H** includes a set of items related to the critical element, an **“Inclusive Environment.”** Responses for most of the items were positive (over 80% of the youth agreeing with most of the items). The strongest responses came from the following statements:

### Belonging in 4-H

|  | Youth  | Adult  |
|--|--------|--------|
| "All kinds of kids are welcome in 4-H."                      | 97(57) | 97(50) |
| "Both girls and boys can be leaders in 4-H."                 | 94(56) | 99(58) |
| "Boys and girls have equal chances to do everything in 4-H." | 92(47) | 98(45) |
| "I feel like I belong in 4-H."                               | 89(42) | 97(32) |
| "4-H helps me accept differences in others."                 | 90(33) | 98(31) |

(Strongly Agree + Agree percentages are reported first with Strongly Agree percentages in parentheses)

Youth who have participated in 4-H activities have a strong sense of belonging and feel that all types of youth are welcome. Furthermore, they see 4-H as an egalitarian experience where both boys and girls can be involved and be leaders and where they learn to accept differences in others.

**The Feelings about 4-H** section of survey questions covers items related to the critical elements of **“Feeling Emotionally and Physically Safe.”** Again, the majority of youth feel safe in 4-H activities (most of the responses were 84% and above). In particular, high positive responses occurred for the following items:

### Feelings about 4-H

|  | Youth  | Adult  |
|--|--------|--------|
| "I feel good during 4-H activities."               | 94(42) | 99(34) |
| "I feel safe when I do 4-H activities."            | 93(41) | 99(32) |
| "In 4-H I feel that it is safe to try new things." | 94(40) | 98(24) |

(Strongly Agree + Agree percentages are reported first with Strongly Agree percentages in parentheses)

*Adults in 4-H* and adult-youth partnerships form a core relationship in many 4-H programs. Youth noted particular strengths related to the critical element “*Positive Relationship with a Caring Adult*” by their responses to such items as the following:

***Adults in 4-H***

|   | Youth  | Adult  |
|---|--------|--------|
| "Adults in 4-H expect me to respect the feelings and property of others." | 97(45) | 99(54) |
| "Adults in 4-H help me to work with others as a team."                    | 91(39) | 98(39) |
| "Adults in 4-H make me feel good about myself."                           | 90(35) | 98(30) |

*(Strongly Agree + Agree percentages are reported first with Strongly Agree percentages in parentheses)*

Overall, adult responses to the survey items are even more glowing than the youth responses. It seems that adults who have children in 4-H or have volunteered themselves in 4-H view the experiences very positively. These perceptions become particularly interesting and useful to note and are discussed more fully in a later section of this report (see also Appendices H and I for more details of the full set of descriptive data).

**Results from the Multiple Classification Analysis**

***Youth Sample***

Below is an overview of the Multiple Classification Analysis (MCA) for each section of the survey. Items in the survey were grouped into a single scale for each Critical Element (see Appendices K and L for details). The scores (or ratings) in the tables (Appendices K and L) are the means for the scales. Only the statistically significant variables will be discussed. In the passages that follow, the terms “scores” and “ratings” both refer to the means. “Significant differences” indicate that given certain conditions (e.g., Age, Gender, Region, etc.), ratings or scores on the critical element might differ to an extent greater than one would expect by chance alone.

First, significant differences will be noted for each of the critical element sections of the survey. In general, the consistently significant variables involved Age (younger participants tended to have higher ratings), Gender (females tended to report higher ratings), Region (scores from the Eastern and Western regions tended to be higher than the other regions), Length of Time in Program (the longer a youth reported being in 4-H, the higher the ratings), and Program Type. Clubs, Special Interest and School

Enrichment programs tended to rate items higher on the critical elements of Helping Others, Planning and Decision Making, and Belonging. Overall, after-school program ratings tended to be lower, although not drastically. A discussion of these trends is included at the end of this section.

#### ***Adults in 4-H***

The region, age, ethnicity and gender and program type had significant influence in this survey section. Respondents from the Western and Eastern regions reported the highest scores, followed by the Southern and Central regions. Younger respondents reported higher scores than older respondents. Caucasian respondents reported higher ratings than non-caucasians. Finally, special interest scores were the highest followed by clubs/school enrichment and then after-school programs.

#### ***Feelings About 4-H***

Region, age and gender were the only significant variables related to Feelings About 4-H. Region had the greatest influence, followed by age and gender. The Eastern and Western regions had the highest scores, followed by the Southern and Central regions. Consistent with the other results where age was significant, the younger respondents had the highest scores and the 13-14 year-olds had the lowest. Females had higher scores than males.

#### ***Learning in 4-H***

All variables were significant except for residence and ethnicity. Age provided the greatest influence (13-14 year-olds had lower ratings than the other age groups and younger respondents had higher scores than older respondents) followed by years in 4-H, gender and program type. The longer respondents had been in 4-H, the higher the scores in general. Females again had higher scores than males. School enrichment, clubs and special interest were equally high and after-school programs were lower than the others.

#### ***Helping Others***

Residence was the only non-significant variable. Type of program was the most influential. Clubs and special interest programs had the highest scores, followed by school enrichment and after-school programs. Gender and age were also significant. Females had higher scores than males. Young respondents had higher scores than older ones although 13-14 year olds again had the lowest scores. The longer respondents had been in 4-H, the higher the scores. The Eastern and Western regions had higher scores than the others. Caucasians reported higher ratings than others.

### ***Planning and Decision Making in 4-H***

Age of respondent, gender, and region were the only significant variables in this section. As before younger respondents had higher scores than older respondents and 13-14 year-olds had the lowest scores. Females had higher scores than males. The Western region's ratings were higher than the others.

### ***Belonging in 4-H***

Region and age showed the greatest differences followed by gender, program type and residence. The Eastern and Western regions had the highest scores, followed by the Southern and Central regions in that order. Once again younger respondents had higher scores than older respondents. Females again had higher scores than males. Clubs, special interest, and school enrichment programs had about the same scores. After-school programs were lower. This is the only section where residence made a difference. Youth from more rural areas had slightly higher ratings of belonging than more populated areas.

### ***Adult Sample***

Fewer significant results were in the analysis of adult responses due to the smaller number of adults in the sample. Obvious relationships will be discussed regardless of their statistical significance.

### ***Adults in 4-H***

Region and program type were the only significant variables in this section. The Southern and Eastern region respondents had the highest scores. Adults associated with school enrichment programs had the highest scores followed by those associated with clubs and after-school programs.

### ***Feelings About 4-H***

4-H programmatic region had the greatest impact on this scale followed by age of respondent, program type and years in 4-H. The highest scores came again from the Eastern and Southern regions. School enrichment programs had the highest scores, followed by clubs and special interest/after-school programs. Respondents younger than thirty years and between age 41-45 years had the highest scores. Those involved in the program for 4-10 years had the highest scores.

### ***Learning in 4-H***

Age of respondent, number of years in 4-H and program type were significant variables in this section. The longer the involvement the higher

the score. School enrichment scores were the highest followed by after-school programs, clubs and special interest. The youngest (less than 30) and those in the age 41-46 year range had the highest scores, compared to other age groups.

### ***Helping Others***

Age was the only significant variable, with a similar pattern (the youngest and those in the age 41-46 year range had the highest scores).

### ***Planning and Decision Making in 4-H***

Type of program was the only significant variable in this section. After school and school enrichment programs had the highest scores.

### ***Belonging in 4-H***

Age of respondent and number of years in 4-H were the significant variables in this section. The Southern and Eastern regions had the highest ratings while the Central region reported the lowest ratings. The youngest and those age 41-45 years had the highest scores. The longer the involvement in 4-H, the higher the scores.

## ***A Discussion of the Results of the MCA***

### ***Age:***

Younger participants are more positive about their 4-H experiences overall than are older youth. Perhaps the younger participants value a positive relationship with a caring adult more than do older, more mature youth. Alternatively, the kind of relationship with an adult available in 4-H is more satisfying to younger youth than to older ones. It is possible that older youth have more other opportunities (outside 4-H) for maintaining a positive relationship with a caring adult. Emotional and physical safety is in all likelihood more of a concern for younger, less mature and independent youth.

It may be somewhat more difficult to explain the fact that younger participants valued more highly the opportunities to help others that 4-H makes available. Perhaps this is true because many 4-H delivery modes involve a cross section of youth ages and the helping opportunities 4-H chooses are more appropriate to the developmental levels of the younger participants. Older youth probably have more choices available to them (outside 4-H) in ways they can help others.

If 4-H makes essentially the same planning and decision making opportunities available to youth of all ages, the older youth are less likely to be satisfied with that level of involvement. They expect continuous

*Younger participants are more positive about their 4-H experiences overall than are older youth.*

expansion in the responsibilities available to them. Some volunteer leaders may find it difficult to relinquish their authority to the degree teens would prefer.

For a very young participant, the opportunity to identify with belonging to an organization is probably a new, and very special experience, particularly if the organization includes older youth. For an older participant, who in all likelihood has had many such opportunities, it is less valued.

The 13-14 year-old group is problematic. Apparently, many of the 13-14 year-olds in this study were beginning to question 4-H as a satisfying opportunity for learning, for helping others, and as an opportunity for participating in planning and decision making.

This is the adolescent age during which participation in 4-H declines most precipitously. Other competing opportunities for school-related and other activities open up to them. They are changing rapidly, and anxious to take on an adult role. Continuing to do in 4-H what they have already done for several years has little appeal. Those who perceive themselves as having succeeded and been recognized in 4-H are more likely to continue their involvement in 4-H.

Folk wisdom in 4-H circles has it that youth who make a transition in their 4-H experience at this age into a new, different and wider set of opportunities (often involving leadership) are very likely to stay in 4-H throughout high school. Retention of 13-14 year-olds by helping them make this transition is critically important to strengthening 4-H and deserving of serious attention.

***Gender:***

Overall, girls are more satisfied with their participation in 4-H than are boys, as evidenced by their tendency to report higher ratings overall, and in every section of the instrument. At least one possibility could explain the differential evaluation of the 4-H experience by the sexes. The way the program is actually operated could be more appealing to girls than to boys. Since both the cadre of volunteers who lead the 4-H program and the professional staff who manage it are predominantly female, it is reasonable to assume that the 4-H experience is likely to be appealing to girls. This notion is borne out by the consistently larger enrollment of girls in nearly all states, for nearly all years. If this is in fact true, and if the intent is to equalize the participation in 4-H by both sexes, then more attention needs to be given to the kinds of opportunities and operating procedures that will prove equally appealing to boys.

***Delivery Mode:***

Although there is considerable interest in examining the differences in youths' perceptions of their 4-H experiences between delivery modes, using this data for such comparisons may not be appropriate. Respondents were selected for the study based on participation in a particular 4-H delivery mode. These included clubs, special interest groups, school enrichment programs and after-school programs. However, in response to the question on breadth of 4-H program experiences, a majority of youth respondents indicated that they have participated in a variety of 4-H activities, not limited to the delivery mode to which they were assigned. This suggests that their perceptions of their 4-H experience were likely influenced by more than one source of experience or delivery mode within the 4-H program, thus making it difficult to interpret the differences reported by delivery mode. As more discriminating statistical analysis are employed with this data, it may be possible to control some of the variables and tease out differences between delivery modes. Future studies will also need to address this issue, particularly in light of interest in determining whether outcomes vary between delivery modes.

***Length of Time in Program:***

Overall, the longer a youth reports being in 4-H, the higher the ratings. That was true specifically for the Learning in 4-H component; and for Helping Others. These results can probably be explained by the fact that a significant proportion of young people have a single experience in 4-H, and then do not re-enroll. Those who really like it, and perceive that they have benefitted continue to participate. Those who don't like it drop out.

***Ethnicity:***

Very little difference was attributable to ethnicity of the participants. Caucasian participants reported higher ratings than non-caucasian on Adults in 4-H. They also reported higher scores on Helping Others. No other differences by race were noted.

Participation in 4-H by racial and ethnic minority groups is disproportionately concentrated in School Enrichment. School Enrichment very frequently uses the classroom teacher as the presenter of the 4-H curricula: hence, school enrichment participants view them as their "Adult in 4-H." The teacher-student relationship is more authoritarian than the usual volunteer 4-H leader, and perhaps is viewed very differently. Opportunities to help others are probably not available to youth in 4-H School Enrichment to the same degree that they are to participants in the other delivery modes.

***Region:***

Overall, scores from the Eastern and Western regions tended to be higher than the other regions. 4-H programs differ greatly, not only by delivery mode and program content, but by policies, practices and traditions of the various states. Clearly, some of these unmeasured factors which are in operation in the Western and Eastern regions result in greater satisfaction with the 4-H program on the part of participants from those regions. Since the 4-H programs in those two regions are generally quite different, one could speculate that the specific factors leading to higher satisfaction of participants are likely different for the regions, and even for the states within each of the regions.

There is a fertile opportunity for further research in identifying the policies, practices and traditions which are common to 4-H in states of the Western and Eastern regions, but different from those of the Central and Southern region. Potentially, some policies, practices and traditions could be identified which appear to lead to enhanced participant satisfaction with the 4-H program. This could prove important to strengthening the 4-H program in all states.

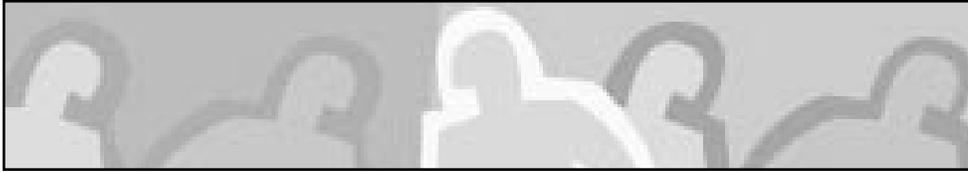
***Responses from the Open-Ended Question***

***“How Has 4-H Changed Your Life?”***

***Youth Responses:***

*(n=1,505 or 61% of the total who completed the survey)*

Open-ended responses to the question “How has 4-H Changed Your Life?” were coded as categories related to the outcomes addressed by the work group and other outcomes projects in 4-H and as descriptors included in the actual responses. The codes used were as follows:



| <b>CODE</b> | <b>Name</b>                  | <b>Examples</b>   |
|-------------|------------------------------|---|
| <b>+</b>    | Positive Statement           | <i>positive tone to entire answer</i>   |
| <b>-</b>    | Negative Statement           | <i>negative tone to entire answer</i>   |
| <b>0</b>    | Neutral                      | <i>not able to gauge as positive or negative</i>  |
| <b>M</b>    | Mixed Statement              | <i>both positive and negative things mentioned</i>  |
| <b>S</b>    | Self                         | <i>adult writes of benefit to self</i>  |
| <b>O</b>    | Other                        | <i>adult writes of benefit to others (i.e. children)</i>  |
| <b>\$</b>   | Material Things              | <i>"money, financial, ribbons, awards"</i>  |
| <b>A</b>    | Activity                     | <i>"activities, something to do, opportunities, doing things, more involved, keeping busy, show"</i>  |
| <b>AD</b>   | Accepting Differences        | <i>"differences, different people, diversity"</i>   |
| <b>C</b>    | Communication                | <i>"communication, speaking skills, teaching others"</i>  |
| <b>CR</b>   | Conflict Resolution          | <i>solving violence</i>   |
| <b>CS</b>   | Community Service            | <i>"helping others, community, volunteering"</i>  |
| <b>CT</b>   | Critical Thinking            | <i>judging</i>  |
| <b>DM</b>   | Decision Making              | <i>decisions</i>  |
| <b>E</b>    | Engagement                   | <i>"enjoy, fun, like, love"</i>   |
| <b>F</b>    | Friends                      | <i>"friends, new people"</i>  |
| <b>GSP</b>  | Goal Setting & Planning      | <i>"managing, goals, planning, future"</i>  |
| <b>HL</b>   | Healthy Lifestyle Choices    | <i>eating the right foods</i>   |
| <b>KAS</b>  | Knowledge, Attitude & Skills | <i>"caring, values"</i>   |
| <b>KS</b>   | Knowledge & Skills           | <i>"learned, how to..., academics"</i>  |
| <b>L</b>    | Leadership                   | <i>"leader, lead"</i>   |
| <b>PS</b>   | Problem Solving              | <i>problem solving</i>  |
| <b>QT</b>   | Quality Time                 | <i>spending time with family</i>  |
| <b>R</b>    | Relationship                 | <i>"relationships, getting along with other, teamwork"</i>  |
| <b>S</b>    | Safety                       | <i>safe</i>   |
| <b>SR</b>   | Self Responsibility          | <i>"responsible, independence"</i>  |
| <b>SWB</b>  | Self/Well Being              | <i>"self-esteem, better person, nicer person, less shy"</i>   |
| <b>UM</b>   | Useful Marketable Skills     | <i>"babysitting, successful business, college major"</i>  |
| <b>WR</b>   | Wise Use of Resources        | <i>"managing money, good buying choices"</i>  |
| <b>O</b>    | Other                        | <i>Other outcomes not listed above (e.g., better snacks, grades, homework, environment, opened many doors, keeps me on my toes, helps me)</i> |

Overwhelmingly positive remarks (92% of those responding to the question) focused on several outcomes of the 4-H experience. The top 10 categories reported by the youth are as follows:

1. Knowledge and skill
2. Self/Well-being
3. Friends
4. Self Responsibility
5. Activity
6. Other
7. Relationships
8. Engagement
9. Community Service
10. Leadership

These outcome categories are not dissimilar from other reports. For example, a recent survey of 4-H alumni in Nebraska (Fox & Gerdes, 2000) indicated that more than 90% of the respondents reported responsibility, self-confidence, a greater respect for others, leadership and relationship building skills as the greatest life skills they learned in 4-H.

Many youth here describe specific knowledge and skills related to their projects such as raising and caring for animals, cooking, sewing, babysitting, arts and crafts, agriculture and plants. Broader life skills such as decision making and problem solving are also mentioned though less frequently. For some students, the 4-H experience allows them to finish their school work, improve their grades and spend more quality time with their families. The following two quotes from youth respondents express this view:

*4-H has changed my life by teaching me about different animals and activities. Also, it lets me make choices on my own and make new friends. It teaches my to work in groups and have fun. It has given me responsibility, independence, courage, and helped me in speaking in front of people. That's what 4-H teaches me.*

*I'm doing better in school.*

*I'm doing  
better in  
school.*

Many youth felt changed in fundamental, personal ways. In addition to learning new things, quite a few claimed they were “nicer” people, “less shy,” “more confident,” and noted other such personal improvements. Several wrote that “I’m a better person” for having been in 4-H. The following quote is illustrative of these type of responses:

*4-H has taught me responsibility and dedication. The people I have met in 4-H have and continue to inspire me to do my best and to continue growing. I've learned that I want to devote my life to learning, meeting new people, and helping others. 4-H has made me more aware of who I am, and I am able to say I am proud of the person I am, a great deal due to 4-H!*

Many youth credit 4-H for improved relationships with friends, family and others. They mention learning such things as “getting along” and “working with others.” They use words like “respect,” “patience,” and “teamwork.” Several mentioned specifically that 4-H teaches about others who are different from them. For example, one of the youth said the following:

*Learned about goals/goal setting, leadership, citizenship, life skills. It has made me an all around better person that is responsible, optimistic, and artistic. 4-H allows people from all different backgrounds to shine.*

Quite a few youth simply enjoyed the engagement of fun activities, meeting new friends and people, traveling and the experience of fair (whether it be showing animals, winning ribbons, selling their animals or presenting their accomplishments.)

Of the 8% who did not write a positive statement, about 3% are considered “neutral” in that they did not clearly indicate a value (e.g., “Have to get up early to feed animals.” Or “I’m not in 4-H”). The remaining 5% made clearly negative statements such as “it has not changed my life” or something more specific. A few comments, such as this one, contained clear suggestions for improvement:

*Not much, is a very unorganized program, time management is way down there. Record books teach you nothing more than to hate 4-H. Huge time waster. Things never start on time (including state and county shows). Please change management.*

Some other comments gave hints about deeper problems that would not be easily resolved as a result of a simple evaluation:

*I have learned that 4-H is as unfair as school and other club activities. It has helped me to realize that I have to set goals for myself, do my absolute best and be proud of myself... because more than likely my personal praise is all I will receive. And I have learned that morals and*

*values aren't important to anyone but me. Even the adults and extension agents have no morals. I have to set my own standards.*

Other comments were consistent with the results from the closed-ended questions:

*It hasn't changed my life that much outside of 4-H. I know how to do things in 4-H but all of my friends are not from 4-H.*

Some of the negative statements were “mixed” in that they also included some seemingly positive notions (e.g., “4-H hasn't really changed my life, expect to help me learn more about myself from the true colors program.”). A more specific example of a “mixed” comment follows:

*4-H has become the center of my heart, my pride. It has shown me how to do work in order to receive and earn rewards. It has taught me all about farming and getting to know my animals better. There has also been a downside to 4-H. I have learned that people you thought were your friends show their true evils and jealousy. I think our 4-H club needs to stop the bullies and teach each of us children how to be respectful to one another.*

The typical response to the survey question was only one line or so with one or two “outcomes” included (e.g., “I do community service and I help other people.” Or “I have become more responsible.”). A particularly long answer sums up most of the other comments:

*Looking back over the past nine years, I have attended State 4-H Convention four different years. I have given over twenty-five speeches. I have given workshops from soybean conservation to conducting parliamentary procedure and have attended over one hundred workshops. Not to mention, the endless hours I put into community service for the (name deleted) Community Center, the Salvation Army, to the Kiddie Park and even our local park. I have held leadership from vice-president to song leader and even recreation leader on some occasions. I have raised animals. I have gone to state on judging teams and I am currently waiting to go to Denver for my many years of record books. I have taken time in cooking and sewing along with taking care of small children at 4-H Day Camp. And of all these things I have achieved, I have gained leadership, citizenship, community service, many awards, trips and even medals. Through all the time I have devoted to 4-H, I have become a more*

*responsible person, and through this long and often tedious walk, I have pushed myself to make my best even better.*

**Adult Responses:**

Of 471 adults surveyed, 249 responded to the open-ended question. As with the youth, adults comments were very positive (94% and less than 1% were negative). Because many of the adults had been in 4-H themselves, their comments included changes both for themselves and for youth (e.g., 85% of comments mentioned self and 40% mentioned other). Adults tended to write longer responses and mentioned several aspects of change in each response. Adults had nearly the same “top 10” outcome categories as the youth, although the relative frequencies were different:

1. Knowledge & Skills
2. Activity
3. Relationships
4. Community Service
5. Self/Well Being
6. Leadership
7. Self Responsibility
8. Friends
9. Communication
10. Other

Adults mentioned communication as an outcome more often than the youth and did not relate the “fun” part of 4-H in quite the same way. This is consistent with other reports (e.g., Vos & Baum, 2000) where the majority of adults believe that their children have applied life skills learned in 4-H projects in other real life situations.

Examples of the positive comments include the following:

*I have found out that young people can learn to be strong leaders and quality citizens through participation in 4-H. No other youth group gives them the multitude of opportunities that 4-H offers. 4-H has offered our family the chance to work on projects together. It has particularly given my daughter the chance to do things with her father and grandfather.*

*4-H has accepted my family including a child with cerebral palsy. He has always been treated with respect and encouraged to participate to his full potential. It's great to be a part of something that has a wholesome community-centered focus.*

*I have found out that young people can learn to be strong leaders and quality citizens through participation in 4-H.*

*4-H has been a wonderful activity for me to do volunteer work as a college student with a busy schedule. Volunteering my time with students in an after school 4-H program, not only makes me feel good, but helps me use my spare time resourcefully by helping children become positive members of their community, effective leaders and educated in manners of people. Not only may these kids be getting attention they don't get at home, they are also learning skills that will help them grow to use effective decision making and be active in activities they may not have previously been exposed to.*

Adult Mixed/neutral comments included the following:

*I'm busier!*

*I have a scouting background. 4-H requires more independent learning and less group learning. I also feel 4-H requires more parental involvement if the child is to be successful, since most activities have to be learned at home and not in workshop environments.*

*I need to write a comment on the paperwork in 4-H. We write duplicates on many forms, often the paperwork is overwhelming to fill out. I believe the paperwork needs to be streamlined and decreased. I learned to sew in 4-H. I also attended judging schools and county fairs. I look back on 4-H activities with great fondness.*

*I have more respect for the abilities of young kids and the difference they can make in their communities. I am overwhelmed by the scope of 4-H and my role in leading kids with such diverse interests. I have learned how important it is to consistently communicate with the youth in my group and how hard it can be to keep everyone informed. I am appalled at how some kids have no support from their parents even in learning life skills. I appreciate the relationship that I have with my own children.*

Although a clear minority of the responses, an example of the adult's negative comments include this one that echoes an example from the youth comments:

*My experience with 4-H lately is different than it used to be. It is more of a checkbook competition. Livestock is purchased shortly*

*before showing and they get purple ribbons—imagine that—a purchased, registered, expensive heifer—a purple ribbon well deserved for the child. Again the idea of the program is good but it has definitely steered away and gone in the wrong direction.*

## **Related Studies**

*(examples from individual states' efforts)*

Some states have started the process of gathering baseline data using the surveys and concepts developed during the National 4-H Impact Assessment Project process. Although they are in various stages of data collection, the reader may find brief descriptions of their goals and progress enlightening. We hope that reading these descriptions will inspire other states in their evaluation efforts.

### **Arizona**

As of January 2001, Arizona is in the midst of data collection to establish a state-wide baseline to compare to the national impact assessment results. In addition to replication of the youth and adult surveys, a “club addendum” was developed that addresses issues more germane to the club delivery mode. The two-page club survey includes questions about meeting and leadership structure of the groups, perceptions about projects, skills learned in 4-H (e.g., leadership, making healthy choices, speaking skills), depth of experience, and space for specific suggestions to improve their group. Each county is collecting data on clubs and a random sample of counties will collect data on school enrichment and special interest programs. Arizona will be able to compare state-wide program results with the national results reported here. In addition, all Arizona counties that participate will be given a report so that they can compare their county’s data with the state baseline. All the materials have been translated into Spanish and pilot runs of the translations will occur in Spring 2001.

A separate volunteer survey was developed and mailed to all volunteers in the state. Data are currently being analyzed. The volunteer survey covers many topics including tasks and responsibilities, characterizations of their 4-H groups, roles of parent volunteers, youth/adult shared responsibilities, needs for and satisfaction with training, suggestions for recruitment of volunteers, other leadership roles in the community, and open-ended input regarding their perceptions of the rewards of volunteering in 4-H.

## *Kansas*

Kansas 4-H has a public mandate to provide relevant, knowledge-based education that can predictably prepare youth for responsible citizenship in the communities it serves. The timing of the National 4-H Impact Assessment Project (N4-HIP) has been absolutely critical for the Sunflower State. Kansas State University Research and Extension including the Department of 4-H Youth Development is a partner in *Connect Kansas*, a statewide coalition of 13 agencies representing all three branches of state government, the University of Kansas, Regional Prevention Centers, Kansas Action for Children, the Kansas Children's Cabinet (disbursers of the tobacco settlement money) and our largest philanthropy, the Kansas Health Foundation. Community by community, and neighborhood by neighborhood, *Connect Kansas* is creating and supporting environments for children to become healthy and contributing members of Kansas communities. Characteristics of caring, healthy communities have been identified as the long term outcomes that are the framework for *Connect Kansas* that include but are not limited to the following: Families, youth, and citizens are part of their community's planning, decision-making, and evaluation; Families and individuals live in safe and supportive communities; Youth choose healthy behaviors; Youth successfully transition to adulthood.

The *Connect Kansas* coalition supports communities in achieving this mission in three ways:

- 1) Supporting efforts on a solid foundation of research and evaluation;
- 2) Supporting outcome-based community planning; and
- 3) Supporting community capacity building.

A study of state-wide, coordinated programming across the United States (Garross, 2000) indicated that of the 16 states currently engaged in these activities, no Extension Services were identified as partners except Kansas. Extension has been recognized by Kansans in marketing surveys conducted by Fleishman & Hillard as the principal source of credible information addressing youth, families and communities. If passed by the 2001 Kansas Legislature, the *Connect Kansas* outcomes will become state-wide norms and funding proposals for block grants or funds from all of state government and the private entities will be applied for on a uniform application that will require the applicants to address the science-based program methods they will use and their impacts on the *Connect Kansas* outcomes.

It is a two-edged sword to be a partner in this major statewide effort. First, it places K-State Research and Extension Youth, Family and

Community Development programs in an excellent position to provide additional technical assistance with education and research. On the other hand, it requires us to be more accountable for our public stewardship of appropriated funds. Twenty of our most populated counties and another twenty-five of our most sparsely populated, cash-strapped counties are placing increased pressures on local Extension Council's to justify their budget requests based on promising approaches and best practices that support these nine, long-term outcomes. 4-H youth development can no longer rely on anecdotal measurements, testimonials or merely program inputs (quantified lists of our efforts) because they do not reflect with scientific validity or reliability how 4-H youth development participation makes a difference in the youth and adults who participate. It also no longer allows us to hide behind the numbers of the school-enrichment delivery method to address issues of inclusion. The long-term, continuous contact, mentor relationship between an adult and a small group of youth, working together to learn and master new knowledge and skills, and be recognized for this mastery is our best youth development environment. It is best because it allows for the application and integration of all eight Critical Elements of 4-H Youth Development, the first output from the N4HIP. We want to measure true youth development that prepares youth for adulthood and engages them in the community. We are moving beyond programming around prevent by recognizing that "problem free is not fully prepared and fully prepared is not fully engaged" (Pittman, 2000).

The Critical Elements of 4-H Youth Development have permitted K-State Research and Extension to build a partnership with the Research & Extension Office of Community Health. This partnership has helped us shift our evaluative strategies from program delivery and trying to measure and account for the extraneous variables in the innumerable array of specific knowledge and behaviors to a more holistic accounting of a Healthy Place. The Healthy Place framework is the contemporary model for public health, used by the Center for Disease Control (CDC) and the National Institutes of Health (NIH). It is an ecological approach that goes beyond a risk/protective factors or the Search Institute assets approach for measuring community effectiveness in supporting youth development. Healthy Places allows us to document the healthy choices 4-H participants, older and younger, make as a result of their participation as 4-H venues. The Critical Elements of 4-H Youth Development can be summarized into four characteristics that we are looking for in 4-H youth development environments:

- **Connection:** People need a place where they feel connected and have a sense of belonging.
- **Skill Building:** People need a place there they can build skills and demonstrate those skills.

- **Autonomy:** People need a place where they are free to make decisions for themselves, permitting them to learn from their successes and failures.
- **Healthy Norms:** People need healthy behavior norms, healthy examples or to be in places that intentionally encourage healthy choices.

The body of research behind the Critical Elements of 4-H Youth Development and the Healthy Places Framework is fully integrated and acknowledges the best works of social scientists.

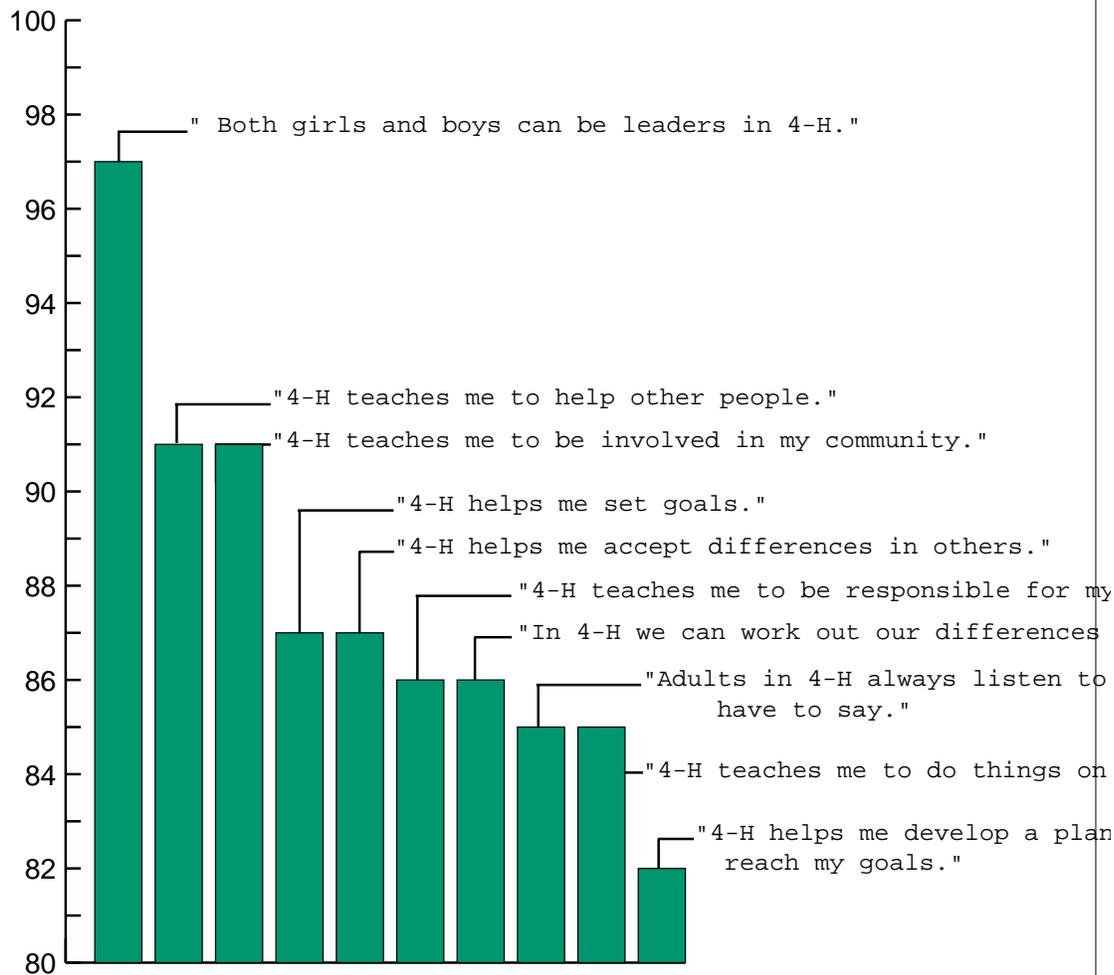
Finally, K-State Research and Extension has prepared several tools to assist our professionals in reviewing their 4-H venues in the context of the Critical Elements/Healthy Framework models. Grids have been developed that link popular 4-H youth development learning strategies (i.e. events & activities, club traditions, etc.) to a *Connect Kansas* outcome. We have also created a matrix that translates the various popular brands of assessment such as Communities that Care (Hawkins & Catalano) and Developmental Assets (The Search Institute) along with the Critical Elements of 4-H Youth Development so they can be better prepared to communicate with collaborators using differing frameworks and more successful in writing grant proposals to various sources that are unfamiliar with 4-H youth development. Our most recent success is an Agricultural Experiment Station (AES) Request for Proposals (RFP) that will allow us to not only replicate the National 4-H Impact Assessment Project in Kansas, but will create a design to investigate the relationships, if any, between the Critical Elements of 4-H Youth Development. This work will begin in May 2001. Finally, faculty, staff and volunteer development programs now emphasize the characteristic of the Critical Elements of 4-H Youth Development and additional aids will be prepared or revised to assist leaders, staff and faculty in creating rich learning environments that are Healthy Places.

### **Missouri**

In Fall 1999, Missouri 4-H Youth Development county faculty were trained to administer the survey. A stratified, random sampling process was used to insure that the results were generalizable to the entire state and comparable with the national results. The survey was administered to 4-H club members in 4th through 12th grades at 4-H club meetings held in late 1999 and early 2000. Adults attending the meetings were also asked to complete a version of the survey. All told, 782 adults and 920 youth in Missouri 4-H clubs were surveyed, representing 29 counties and 79 clubs.

Although Missouri was not selected as one of the pilot or sample states for the National 4-H Impact Assessment project, Extension and 4-H administration decided to replicate the club member portion of the national study in Missouri. Resources were committed including state and county faculty time, training support, printing, mailing and data analysis expenses.

Results of the study indicate that Missouri 4-H has a very positive impact on club members. Young people overwhelmingly report positive relationships with caring adults as well as feelings of belonging and acceptance. They report that 4-H helps them in learning new things, in planning,



Percentage of 4-H'ers who agreed or strongly agreed with the each st

goal-setting and decision-making. Finally, 4-H has helped them be a leader and taught them that volunteering is important. Some preliminary findings include:

Plans call for the Missouri findings to be used and communicated in a variety of ways such as staff training for program application and improvement, 2000 Missouri 4-H Annual Report, and a Missouri 4-H Impact Assessment research report.

## Montana

Montana has taken several steps to conduct research and create awareness and interest in the critical elements for positive youth development. After the work of the critical elements work group in St. Louis in 1998, Montana staff developed a descriptive handout on the critical elements to further explain and clarify how to operationalize the eight critical elements. The motivations for creating such a handout came from several requests received by professionals in Ohio and other states to help field staff understand how to apply the eight critical elements in their day-to-day work. Montana 4-H specialist Dr. Kirk Astroth, one of the members of the critical elements work group, developed an elaboration of each of the eight elements.

The purpose of the 9-page handout was to begin the process of answering the question: “What is the link between the eight critical elements and what we’re doing at the local level in 4-H?” In addition, the handout was developed to help youth professionals explain the eight elements to others and provide a ways to teach them to other youth development professionals and volunteer leaders.

Each one-page descriptor provided the work group’s definition of the critical element, questions to consider about the importance of the element, ways youth professionals can support and foster the element in their work, sample assessment questions that can be used with youth and adults to determine whether the element is present in their group, and finally some examples of programs and curricula related to fostering the element that can be used to train others.

In addition, Montana 4-H has recently concluded a statewide impact assessment research project of its own called the “MSU Extension Survey of Students’ Out-of-School Time.” The purpose of this study was to learn more about how students spend time outside of school hours, to learn if there were correlates between out-of-school involvement and risk/protective factors, and if youngsters involved in 4-H for a certain period of time were different from students who have never been in 4-H. Twenty-four counties were randomly selected for the research project, and then within each county two school districts were also randomly selected for the study. In total, approximately 2,500 students in the 5th, 7th and 9th grades were surveyed. The survey instrument was designed in collaboration with a research/advisory team of seven campus-based research faculty from four colleges at Montana State University. The survey tool consists of 74 questions, including 12 that only those who have been in 4-H answer. Questions are both qualitative and quantitative. Some of the questions are taken from the National 4-H Impact Assessment project, but we

incorporated other questions from the Search Institute's survey of student attitudes, from the Rosenberg Self-Esteem Scale, from the New York 4-H Club Survey, and a number of original questions were developed with input from county agents and program staff here in Montana. The survey instrument was pilot-tested revised numerous times.

The data from the returned surveys has been entered by research staff at the MSU College of Nursing's Center for Research and Creativity. Data analysis in partnership with research faculty in the College of Health and Human Development has been completed. Preliminary results from this study include the following:

- Montana 4-H kids are more likely than other kids to succeed in school, to be involved as leaders in their school and the community, to be looked up to as role models by other kids.
- Montana 4-H kids are less likely than other kids to shoplift or steal, to use illegal drugs of any kind to get high, to ride in a car with someone else who has been drinking, to smoke cigarettes, to damage property for the fun of it, and to skip school or cut classes without permission.

### **South Dakota**

Carolyn Clague collected additional data for her dissertation research utilizing the surveys of the national impact project. The critical elements with the highest ratings by both youth and adults associated with South Dakota clubs and special interest groups were the opportunity to value and practice service for others. Engagement in learning also received particularly high ratings. Youth and adults perceived that helping others is a way for them to share their practical and technical skills, develop leadership skills and increase their self-esteem. The differences between youth and adult perceptions in the national results were not seen in the South Dakota sample. Her conclusions include the recommendation that 4-H youth development programs should include the critical elements to increase program effectiveness.

## **Survey Reveals Areas of Need for Improvement**

During the pilot phase and national data collection phase, the National Impact Assessment Planning Committee received feedback from participating agents and state offices that indicated certain issues which, if addressed, could

improve the task of national data collection. The following *two* issues were specifically noted during the data collection phase: inconsistency in reporting for ES-237 data (e.g., whether an activity was considered a “special interest program” or another delivery mode) and lack of identity or “4-H brand recognition,” particularly with one-shot or school enrichment programs (e.g., when adults and youth don’t consider themselves to be in 4-H and therefore were reluctant to complete the surveys). While we will not fully address these two issues here beyond pointing them out, we will use some of the item responses from the survey as further indications of areas for program improvement. Of particular note was the differences between youth and adult perceptions on these items.

*Adults in 4-H*, critical elements in and of themselves, were generally seen in a positive light by the youth. However, a couple of items showed that the idealized relationship (that of partners in egalitarian decision making and leadership roles) doesn’t always occur.

| <i>Adult in 4-H Items</i>                                       | <i>Youth responses</i> | <i>Adult responses</i> |
|---|------------------------|------------------------|
| <i>“Adults in 4-H see problems from a kid’s point of view.”</i> | 37 (9)                 | 16 (2)                 |
| <i>“Adults in 4-H include me in big decisions.”</i>             | 28 (8)                 | 20 (3)                 |

*(Strongly Disagree + Disagree percentages are reported first with Strongly Disagree percentages in parentheses)*

Even though youth felt positively about the adults in 4-H overall, there appears to be room for improvement in the area of shared decision making. Note that the adults did not necessarily see these items as particular problems. These results echo one of the conclusions of an Illinois 4-H evaluation (Seitz, Roegge & Seibold, 2000) that reported youth wanting more autonomy in leading the club.

Contrary to the overall positive trends regarding *Feelings About 4-H*, nearly one quarter of the youth respondents disagreed (4% strongly disagreed) with the statement, “In 4-H I can try new things without worrying about making mistakes.” Although they consistently agreed that they DID try new things and they FELT SAFE to try new things, it was not to the point where all would say that they did not worry about making mistakes. In contrast, less than 3% of the adults reported that they disagreed with this item.

One item that was deliberately included in *Learning in 4-H* also had almost one quarter of the students disagreeing (5% strongly disagreed) with the statement: “I often teach others in 4-H.” Only 2% of the adults disagreed. One could argue that adults have a broader conception of what it means to teach others, but it is also important to help the youth have more opportunities to teach others as this can improve their sense of mastery and engagement in learning.

Lastly, a few items related to *Belonging in 4-H* deserve a closer look. Again, note that the majority of items in this category yielded strong positive responses. These specific items, however, may indicate ways in which 4-H programs can retain youth at a time when many drop-outs occur.

| <i>Belonging in 4-H Items</i>                                       | <i>Youth responses</i> | <i>Adult responses</i> |
|---|------------------------|------------------------|
| <i>“My best friends are in 4-H.”</i>                                | 33 (11)                | 27 (2)                 |
| <i>“In 4-H, both boys and girls treat each other with respect.”</i> | 15 (5)                 | 5 (0)                  |
| <i>“Other 4-H kids care about me.”</i>                              | 16 (6)                 | 2 (0)                  |

*(Strongly Disagree + Disagree percentages are reported first with Strongly Disagree percentages in parentheses)*

Both youth and adults reported that “best friends” are not always together in 4-H. Perhaps this is a reason why some youth drop out of 4-H. If their best friends are not involved with 4-H, 4-Hers may decide to leave 4-H in order to spend more time with them. Similarly, if some youth don’t feel like they or others are treated with respect, or that other kids don’t care about them, they will not feel encouraged to continue in 4-H programs. Keep in mind that better than 80% of the youth actually agree with the last two items, so this is not in any way a pervasive problem. On the other hand, because 4-H strives to provide inclusive, positive environments for all youth, 16% disagreement with these items may be of practical significance. The large differences between youth and adult perceptions on these items may also signify an area for improvement.

Further Indications from the Multiple Classification Analysis Results

When age made a difference in the youth responses, the typical pattern was for 13-14 year olds to have the lowest ratings compared to other age groups. Although very consistent with other research results of many studies of this age group, this does remind us that this particular age group deserves special attention. This might also be a “critical period” for enrollment in 4-H as a number of youth drop out at this time. Local programs should examine

this particular relationship in order to determine if it is especially relevant for their communities.

The lower ratings for after-school programs may reflect the fact that many programs are not “purely” 4-H and have to address preferences that may depart from the typical offerings in 4-H programs. For example, if a local community prefers that the time spent in the after-school program be focused on the completion of school assignments rather than on expanding the youths’ experiential exposure to new topics and activities, the ratings on this type of survey might reflect the reality of the program.

That race/ethnicity only made a difference in two critical elements (adults, helping others) shows particular need for the suggestions about improving the youth-adult partnership to be implemented with youth of diverse backgrounds.

## **Conclusions and Recommendations**

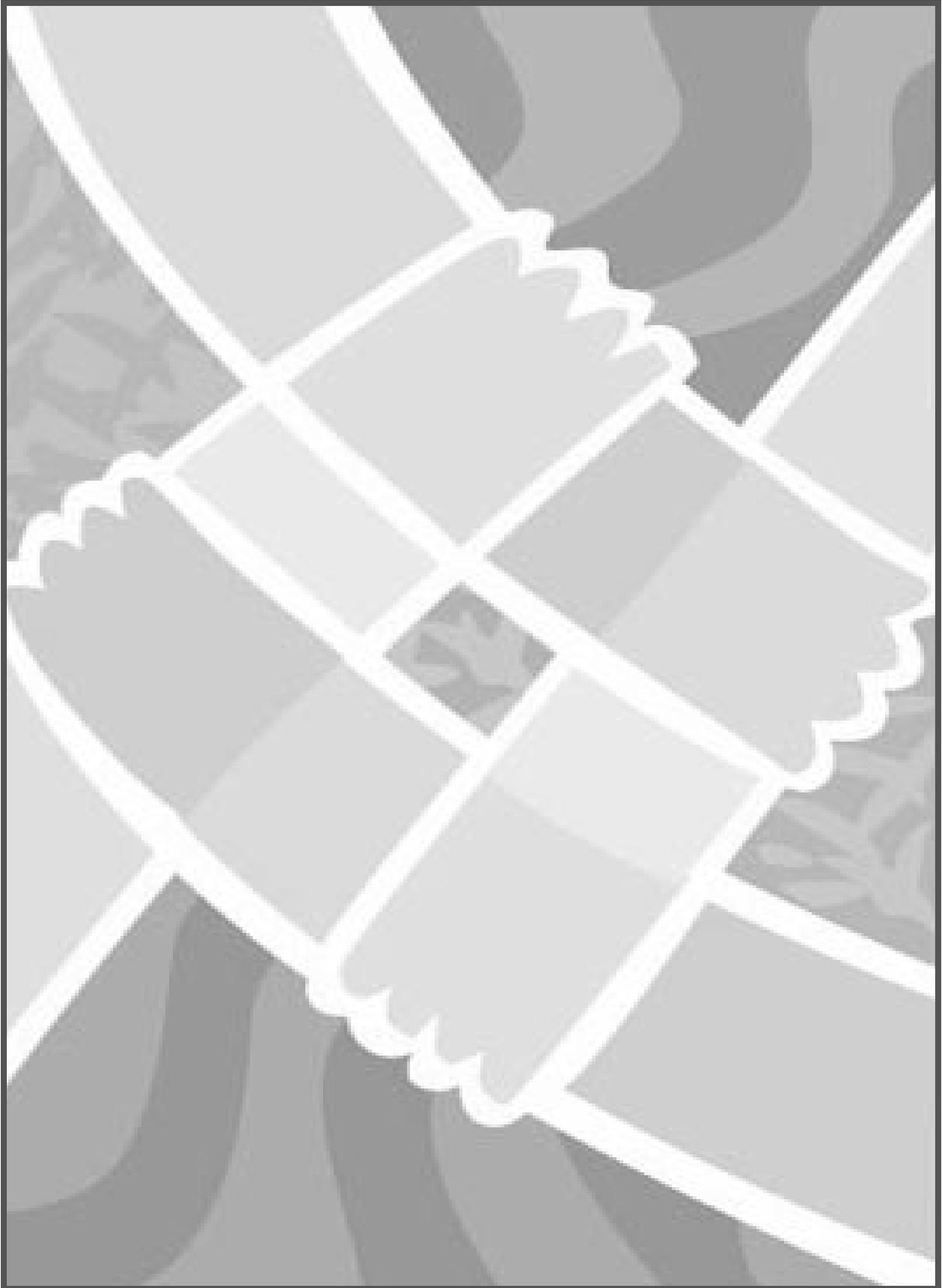
The National 4-H Impact Assessment Project has constructed a potentially useful instrument to help local and state 4-H programs answer the question, “What positive outcomes are related to critical elements of the 4-H experience?” Local programs are able to adapt the survey to their specific needs by selecting the most appropriate sets of critical elements and combining the questions with a set of targeted outcomes. This is currently happening in several states. The ultimate utility of the national data will be seen when more states are able to compare their results with the national data. Furthermore, the results can be useful for strategic planning efforts such as “The Power of Youth in A Changing World -- JUMP AT THE CHANCE.” The critical elements clearly relate to such themes as the Power of Youth (shared leadership and decision making), Access, Equity & Opportunity (diversity issues), Extraordinary Place to Learn (mastery and opportunities to learn), and Exceptional People and Innovative Practices (volunteerism).

Some general results have been noted that show the promise of 4-H as well as the potential utility of the national survey results. In particular, the results show an overall very positive view of 4-H particularly in critical elements of positive youth development such as belonging (inclusive environment), physical and emotional safety, and positive relationship with a caring adult. 4-H also helps students in planning and decision making, learning to value and practice service for others, and learning new things.

There is always room for improvement, especially in an organization

whose motto is “To Make the Best Better.” In this spirit, it seems reasonable to consider more ways for adults in 4-H to significantly and sincerely involve youth in decision making. Youth leaders are likely to feel involved in the “big” decisions but other youth need to be included as well. Perhaps recruitment activities could encourage youth to bring their “best” friends to sample 4-H activities and to encourage youth in all 4-H activities to develop caring relationships among the members. These positive social relationships can also influence youth comfort with trying new things without worrying about making mistakes. Encouraging them and providing plenty of opportunities for them to teach others can also have a positive impact on caring for others within the group.

These are baseline, national results that may change over time. Clearly, youth and adults feel that the 4-H experience includes many of the critical elements of positive youth development programs. The next step is to combine the critical elements more explicitly with locally relevant, clearly specified outcomes. This national 4-H survey provides the tool for such efforts but is only the first step toward developing an on-going process of evaluating the impact of the 4-H Youth Development Program nationwide. Additional resources need to be solicited to build the infrastructure necessary for such sustained efforts.



# APPENDIX

# A

## Project Support and Participation

### TUCSON MEETING PARTICIPANTS

| <i>Name</i>          | <i>Affiliation/University</i>     | <i>City, State</i> |
|----------------------|-----------------------------------|--------------------|
| Kirk Astroth         | Montana State University          | Bozeman, MT        |
| Bonnie Barber        | University of Arizona             | Tucson, AZ         |
| Susan J. Barkman     | Purdue University                 | West Lafayette, IN |
| Jim Barthel          | University of Wisconsin           | Oshkosh, WI        |
| Richard Byrne        | University of Minnesota           | St. Paul, MN       |
| John Carlson         | University of Idaho               | Moscow, ID         |
| Mary Carlson         | University of Vermont             | Burlington, VT     |
| Stephan P. Carlson   | University of Minnesota           | St Paul MN         |
| Ruth Carter          | University of Arizona-Gila County | Globe AZ           |
| R. Brian Cobb        | Colorado State University         | Ft. Collins, CO    |
| Mike Davis           | North Carolina State University   | Raleigh, NC        |
| Jim Deal             | North Dakota State University     | Fargo, ND          |
| Gary Gerhard         | Kansas State University           | Manhattan, KS      |
| Mary Gray            | Colorado State University         | Ft. Collins, CO    |
| Wendy Hamilton       | New Mexico State University       | Las Cruces, NM     |
| Pat Hendricks        | Iowa State University             | Ames, IA           |
| Karen Hoffman        | University of Arizona             | Tucson, AZ         |
| Steve Jacob          | University of Florida             | Gainesville, FL    |
| Ron Jimmerson        | Washington State University       | Pullman, WA        |
| Ron Jones            | Cornell University                | Ithaca, NY         |
| Kevin Kesler         | Utah State University             | Logan, UT          |
| Lisa Lauxman         | University of Arizona             | Tucson, AZ         |
| Laura A. Marek       | University of Connecticut         | Torrington, CT     |
| Mary Marczak         | University of Arizona             | Tucson, AZ         |
| Ina McClain          | University of Missouri            | Columbia, MO       |
| Dan McDonald         | University of Arizona             | Tucson, AZ         |
| Shirley A. Mietlicki | University of Massachusetts       | Amherst, MA        |
| Dale Montanelli      | University of Illinois            | Urbana, IL         |

|                   |                                      |                 |
|-------------------|--------------------------------------|-----------------|
| Arlinda Nauman    | University of Idaho                  | Moscow, ID      |
| Bill Peterson     | University of Arizona                | Tucson, AZ      |
| Bob Peterson      | University of Arizona-Pima County    | Tucson, AZ      |
| Christie Philips  | National 4-H Council                 | Chevy Chase, MD |
| Robin Roper       | North Carolina State University      | Raleigh, NC     |
| Anne Rumsey       | University of Idaho                  | Idaho Falls, ID |
| Jim Rutledge      | Oregon State University              | Corvallis, OR   |
| Courtney Schwertz | Virginia Polytech Inst & State Univ. | Blacksburg, VA  |
| Allan Smith       | CSREES Families/4-H /Nutrition       | Washington, DC  |
| Wendy Stivers     | University of Kentucky               | Lexington, KY   |
| Michelle Taylor   | University of Missouri               | Clinton, MO     |
| Larry W. Tibbs    | NAE4-HA Board                        | Phoenix, AZ     |
| Jo Turner         | University of Missouri               | Columbia, MO    |
| Joyce A. Walker   | University of Minnesota              | St. Paul, MN    |
| Kevin Wiberg      | University of Vermont                | Burlington, VT  |
| Mari Wilhelm      | University of Arizona                | Tucson, AZ      |
| Dorothy Wilson    | Langston University                  | Langston, OK    |

### **National Impact Assessment Steering Committee**

Chaired by Bill Peterson, University of Arizona, Western Region

- Gary Gerhard, Kansas, NC
- Laura Marek, Connecticut, NAE4-HA Liaison
- Shirley Mietlicki, Massachusetts, NE
- Steve Mullen, Louisiana, S
- Arlinda Nauman, Idaho, W (*also Design and Implementation Chair*)
- Christie Phillips, National 4-H Council
- Allan Smith, CREES-USDA
- Michele Taylor, Missouri, County Agent
- Jo Turner, Missouri, NC
- Dorothy Wilson, Oklahoma, 1890s

## *National Impact Assessment Working Groups*

### ***CRITICAL ELEMENTS WORKING GROUP***

Chaired by Stephen Carlson, University of Minnesota

- Kirk Astroth, Montana State University
- Laura Marek, University of Connecticut
- Ina Lynn McClain, University of Missouri
- Anne Rumsey, University of Idaho
- Gary Gerhard, Kansas State University

The first task of this group was to collect research on critical elements of 4-H and to decide which to include. The second task was to look for measures of these elements.

This group made their findings available to the Outcomes Group in March 1998.

### ***OUTCOMES WORKING GROUP***

Co-Chaired by Susan Barkman, Purdue University, and  
Pat Hendricks, Iowa State University

- Jim Barthel, University of Wisconsin
- Karen Hoffman, University of Arizona
- Tim Rollins, Pennsylvania State University
- Allan Smith, CSREES Families/4-H/Nutrition
- Wendy Stivers, University of Kentucky
- Michele Taylor, University of Missouri

Charged with the task of looking at National Reports and studies to reveal outcomes that describe 4-H experiences, the working group took the Critical Elements and described general outcomes that would likely be related to those elements.

### ***CURRENT EFFORTS WORKING GROUP***

Chaired by Brian Cobb, Colorado State University

- Mike Davis, North Carolina State University
- Karen Hoffman, University of Arizona
- Kevin Wiberg, University of Vermont

The role of this group was to identify existing databases and instruments that might be relevant to the study.

***METHODS WORKING GROUP***

Chaired by John Carlson, University of Idaho

- Brian Cobb, Colorado State University
- Jim Deal, North Dakota State University
- Mary Gray, Colorado State University
- Wendy Hamilton, New Mexico State University
- Ron Jimmerson, Washington State University
- Dale Montanelli, University of Illinois
- Bill Peterson, University of Arizona
- Bob Peterson, University of Arizona
- Joyce Walker, University of Minnesota
- Allison Titcomb, University of Arizona

The Methods Group took reports from Critical Elements, Current Efforts, and Outcome Groups and met in July, 1998, to generate items for the youth survey and to create the sampling design both for the pilot study and the national baseline data collection.

***KANSAS CITY 1999 TRAINING CONFERENCE COMMITTEE***

Bill Peterson, Arizona  
Allison Titcomb, Arizona  
Lisa Lauxman, Arizona  
Brenda Robinson, Missouri  
Michelle Taylor, Missouri  
Allan Smith, USDA CSREES  
Laura Marek, Connecticut (NAE4-HA)  
Sue Fisher, New York  
Christie Leeds, Ohio  
Bill Umscheid, Kentucky

***FINAL REPORTS WORK GROUP***

Bill Peterson, Arizona  
Gary Gerhard, Kansas  
Karen Hunter, Kansas  
Laura Marek, Connecticut  
Christie Phillips, National 4-H Council  
Allison Titcomb, Arizona

**SYSTEM SUPPORT**

A total of \$102,156 was committed from 33 states, \$5,000 from NAE4-H and \$45,000 from CSREES/4-H. In addition, the University of Arizona Institute for Children, Youth and Families contribution amounted to \$28,353. This monetary support was used to hire a part-time evaluation specialist and accompanying operational support, secretarial help, production of the surveys, data analysis, and report generation. In addition, besides the commitment of states to provide people to help on the various committees and workgroups many states made other in-kind contributions such as the piloting of the the surveys, printing, and development of the preliminary report. Without the monetary support and personal commitment of most states and territories, NAE4-HA and CSREES/USDA/4-H, this project would not have been possible. We thank them for their generosity and commitment. See the following table and maps.





**Revised National Commitment Charts**

| <i>State/Territory</i>   | <i>In-Kind</i>            | <i>Letter of<br/>Commitment</i> | <i>98 Paid</i> | <i>99 Pledge</i> | <i>99 Paid</i> | <i>00 Pledge</i> | <i>00 Paid</i> | <i>Total<br/>Pledge</i> | <i>Total<br/>Paid</i> |
|--------------------------|---------------------------|---------------------------------|----------------|------------------|----------------|------------------|----------------|-------------------------|-----------------------|
| Alabama                  |                           | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Alaska                   |                           | Yes                             |                |                  |                |                  |                |                         |                       |
| American Samoa           |                           |                                 |                |                  |                |                  |                |                         |                       |
| Arizona                  | <i>Nat'l/Office</i>       | Yes                             | \$6,406        | \$6,500          | \$6,500        | \$5,000          | \$5,000        | \$17,906                | \$17,906              |
| Arkansas                 |                           | Yes                             |                | \$500            | \$500          |                  |                | \$500                   | \$500                 |
| California               | <i>National</i>           | Yes                             | \$1,500        | \$1,500          | \$1,500        |                  |                | \$3,000                 | \$3,000               |
| Colorado                 | <i>National</i>           | Yes                             | \$1,000        | \$1,000          | \$1,000        | \$2,000          | \$2,000        | \$4,000                 | \$4,000               |
| Connecticut              |                           | Yes                             |                |                  |                |                  |                |                         |                       |
| Delaware                 | <i>National</i>           | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Dist of Columbia         |                           |                                 |                |                  |                |                  |                |                         |                       |
| Florida                  |                           |                                 |                |                  |                |                  |                |                         |                       |
| Georgia                  | <i>Pilot</i>              | Yes                             |                | \$2,000          | \$2,000        |                  |                | \$2,000                 | 2,000                 |
| Guam                     |                           |                                 |                |                  |                |                  |                |                         |                       |
| Hawaii                   | <i>National</i>           | Yes                             |                | \$2,000          | \$2,000        |                  |                | \$2,000                 | \$2,000               |
| Idaho                    | <i>Pilot/Analysis</i>     | Yes                             |                | \$2,000          | \$2,000        |                  |                | \$2,000                 | \$2,000               |
| Illinois                 |                           | Yes                             | \$250          | \$1,000          | \$1,000        |                  |                | \$6,250                 | \$6,250               |
| <i>Illinois (line 2)</i> |                           |                                 |                | \$5,000          | \$5,000        |                  |                |                         |                       |
| Indiana                  |                           | Yes                             | \$2,500        | \$2,500          | \$2,500        |                  |                | \$5,000                 | \$5,000               |
| Iowa                     |                           | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Kansas                   | <i>Final Report/Nat'l</i> | Yes                             | \$2,000        | \$2,000          | \$2,000        |                  |                | \$4,000                 | \$4,000               |
| Kentucky                 |                           | Yes                             | \$500          | \$500            | \$500          |                  |                | \$1,000                 | \$1,000               |
| Louisiana                | <i>Prelim Report</i>      | Yes                             | \$1,500        | \$1,500          | \$1,500        |                  |                | \$3,000                 | \$3,000               |
| Maine                    |                           |                                 |                |                  |                |                  |                |                         |                       |
| Maryland                 | <i>National</i>           | Yes                             | \$3,000        |                  |                |                  |                | \$3,000                 | \$3,000               |
| Massachusetts            | <i>National</i>           | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Michigan                 |                           | Yes                             |                |                  |                |                  |                |                         |                       |
| Micronesia               |                           |                                 |                |                  |                |                  |                |                         |                       |
| Minnesota                | <i>Pilot</i>              | Yes                             |                | \$4,000          | \$4,000        |                  |                | \$4,000                 | \$4,000               |
| Mississippi              | <i>National</i>           | Yes                             | \$500          |                  |                |                  |                | \$500                   | \$500                 |
| Missouri                 | <i>Training Site</i>      | Yes                             | \$3,000        | \$3,000          | \$3,000        |                  |                | \$6,000                 | \$6,000               |
| Montana                  |                           | Yes                             |                | \$1,000          | \$1,000        |                  |                | \$1,000                 | \$1,000               |
| Nebraska                 | <i>National</i>           |                                 |                |                  |                |                  |                |                         |                       |
| Nevada                   |                           |                                 |                |                  |                | \$1,500          | \$1,500        | \$1,500                 | \$1,500               |

| <i>State/Territory</i>             | <i>In-Kind</i>  | <i>Letter of<br/>Commitment</i> | <i>98 Paid</i> | <i>99 Pledge</i> | <i>99 Paid</i> | <i>00 Pledge</i> | <i>00 Paid</i> | <i>Total<br/>Pledge</i> | <i>Total<br/>Paid</i> |
|------------------------------------|-----------------|---------------------------------|----------------|------------------|----------------|------------------|----------------|-------------------------|-----------------------|
| New Hampshire                      |                 | Yes                             |                | \$1,000          | \$1,000        |                  |                | \$1,000                 | \$1,000               |
| New Jersey                         |                 | Yes                             |                |                  |                |                  |                |                         |                       |
| New Mexico                         |                 | Yes                             |                |                  |                |                  |                |                         |                       |
| New York                           |                 | Yes                             |                |                  |                |                  |                |                         |                       |
| North Carolina                     | <i>National</i> | Yes                             | \$2,500        | \$2,500          | \$2,500        |                  |                | \$5,000                 | \$5,000               |
| North Dakota                       | <i>Pilot</i>    | Yes                             |                |                  |                |                  |                |                         |                       |
| North Marianas                     |                 |                                 |                |                  |                |                  |                |                         |                       |
| Ohio                               | <i>National</i> | Yes                             |                | \$1,500          | \$1,500        |                  |                | \$1,500                 | \$1,500               |
| Oklahoma                           | <i>National</i> |                                 |                |                  |                |                  |                |                         |                       |
| Oregon                             | <i>Pilot</i>    | Yes                             | \$2,000        | \$2,000          | \$2,000        |                  |                | \$4,000                 | \$4,000               |
| Pennsylvania                       | <i>Pilot</i>    | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Puerto Rico                        | <i>National</i> | Yes                             |                |                  |                |                  |                |                         |                       |
| Rhode Island                       | <i>Pilot</i>    | Yes                             |                |                  |                |                  |                |                         |                       |
| South Carolina                     | <i>National</i> | Yes                             |                | \$1,000          | \$1,000        |                  |                | \$1,000                 | \$1,000               |
| South Dakota                       | <i>National</i> | Yes                             |                | \$1,000          | \$1,000        | \$1,000          | \$1,000        | \$2,000                 | \$2,000               |
| Tennessee                          | <i>Printing</i> | Yes                             |                |                  |                |                  |                |                         |                       |
| Texas                              | <i>Pilot</i>    | Yes                             |                |                  |                |                  |                |                         |                       |
| Utah                               |                 | Yes                             | \$1,000        | \$1,000          | \$1,000        |                  |                | \$2,000                 | \$2,000               |
| Vermont                            | <i>National</i> | Yes                             |                | \$1,000          | \$1,000        |                  |                | \$1,000                 | \$1,000               |
| Virginia                           |                 | Yes                             |                | \$5,000          | \$5,000        |                  |                | \$5,000                 | \$5,000               |
| Virgin Islands                     |                 |                                 |                |                  |                |                  |                |                         |                       |
| Washington                         |                 | Yes                             | \$1,500        | \$1,500          | \$1,500        |                  |                | \$3,000                 | \$3,000               |
| West Virginia                      |                 |                                 |                |                  |                |                  |                |                         |                       |
| Wisconsin                          |                 |                                 |                |                  |                |                  |                |                         |                       |
| Wyoming                            |                 |                                 |                |                  |                |                  |                |                         |                       |
| CSREES 4-H<br>Families & Nutrition |                 | Yes                             |                |                  |                |                  |                |                         | \$45,000              |
| NAE4HA                             |                 | Yes                             |                | \$5,000          | \$5,000        |                  |                | \$5,000                 | \$5,000               |
| <b><i>Totals</i></b>               |                 |                                 | \$34,156       | \$63,500         | \$63,500       | \$9,500          | \$9,500        | \$107,156               | \$152,156             |

3/19/01



## APPENDIX

# B

### Critical Elements Work Group Report

A team of 5 evaluators from the National 4-H Impact Design Implementation Team met in St. Louis. The Critical Elements Work Group emerged from the National 4-H Impact Assessment Project. The group's task was framed in the research question "What positive outcomes in youth, adults, and communities result from the presence of critical elements in a 4-H experience." The group reviewed the basic and applied research on characteristics of effective programs for youth development. Emphasis was placed on using existing empirical research on what impacts positive youth development. Another criterion used by the group was relevancy to 4-H that could be communicated to colleagues, researchers and volunteers. From this process, eight elements critical to youth development emerged. These are not presented in ranked order. The following are the identified critical elements of the 4-H experience:

*[Please note that some elements are followed by key words that describe sub-concepts of the element.]*

*The critical element in the 4-H is:*

#### *a positive relationship with a caring adult*

A caring adult acts as an advisor, guide and mentor. The adult helps set boundaries and expectations for young people. The caring adult could be called supporter, friend and advocate.

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***a safe environment – physically and emotionally***

Youth should not fear physical or emotional harm while participating in the 4-H experience whether from the learning environment itself, adults, other participants or spectators.

References:

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Brooks-Gunn, J., Duncan, G.J., Klebanov, P.K., and Sealand, N. (1993). Do neighborhoods influence child and adolescent development? American Journal of Sociology, 99(2), 353-395.

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*opportunity for mastery*

*competence*

Mastery is the building of knowledge, skills and attitudes and then demonstrating the competent use of this knowledge and skills in the manner of the proficient practitioner. The level of mastery is dependent on the developmental ability of the individual child or youth. The development of mastery is a process over time and is increased with repetition.

References:

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***the opportunity to value and practice service to others***

Finding one self begins with losing yourself in the service of others. Service is a way for members to gain exposure to the larger community, indeed the world itself. It is necessary to actively practice and treasure service.

References:

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### *opportunity for self-determination*

*self-directing*

*autonomous*

*empowerment*

*self-worth*

Believing that you have impact over life's events rather than passively submitting to the will and whims of others is self-determination. Young people must foster a personal sense of influence over their own lives, exercising their potential to become self-directing, autonomous adults.

References:

Rutter, M. (1993). Resilience: Some conceptual considerations. *Journal of Adolescent Health*, 14, 626-631.

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Langer, E.J. (1989). Minding matter: The consequence of mindlessness/mindfulness. In L. Berkowitz (ed.), *Advances in experimental social psychology*. 50-89. New York: Academic Press.

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- Pipher, M. (1994). Reviving Ophelia: Saving the selves of adolescent girls. New York: Ballantine Books.
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### *an inclusive environment*

*encouragement*  
*affirming*  
*feedback*  
*belonging*

An inclusive environment is one that allows a sense of belonging to develop, encourages and supports its members and offers encouragement with positive and specific feedback. Healthy groups celebrate the success of all members – taking pride in the collective efforts of all.

References::

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*opportunity to see one-self as an active  
participant in the future*

The ability to see one-self in the future is to harness the hope and optimism to shape life choices to facilitate the transition into participating in the perceived future.

References:

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- Garmezy, N. (1993). Children in poverty: Resilience despite risk. Psychiatry, 56. 127-136,
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### *engagement in learning*

An engaged youth is one who is mindful of the subject area, building relationships and connections in order to develop understanding. Through self-reflection, the brain has the ability to self-correct and learn from the experience. The engaged learner has a higher degree of self-motivation and an inexhaustible capacity to create.

#### References:

- Kohn, A. (1994) The truth about self-esteem. *Phi Delta Kappan*, 76, 272-283.
- Ames, C. (1992). Classrooms: Goals, structures and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Blumenfeld, P. (1992). Classroom learning and motivation: Clarifying and expanding goal theory. *Journal of Educational Psychology*, 84 272-281.
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# APPENDIX

# C

## Outcomes Work Group Report

The Youth Outcomes Work Group met in Tucson, Arizona to review the Critical Elements and recommend what outcomes should be measured. The group reviewed relevant research and work done by the following groups: CYFAR National Youth Outcomes Work Group, Youth Outcomes Task Force, and the Targeting Life Skills Model developed by Pat Hendricks. The group felt that if all of the critical elements were present in a 4-H program setting, the environment would be conducive to mastering the following competencies identified by Pittman & Fleming (1991) as necessary for preparation for adulthood. No studies to date have been conducted to measure these elements against mastery of a specific competence. neither has a study been conducted to determine whether or not one element is more significant than another. At this time we assume that the combined synergy at these critical elements is the determining factor in effective programming. Some life skills outcomes that could be expected from mastering these competencies are:

*NOTE: Some definitions were adapted from work done by the CYFAR National Youth Outcomes Work Group.*

### communication skills

Communication is a process of creating and sharing meanings. It is an interactive process which involves the sending and receiving of messages (verbal and non-verbal) in some meaningful way. Certain skills have been associate with positive, effective communication. These skills include appropriate non-verbal posture and tone of voice; asking/answering questions; self-disclosing thoughts and feeling; empathy or "other perspective"; reflective listening; and acknowledgement through supportive comments. Two aspects of this outcome need to be measure: communication with peers and other youth; and communication with caring adults.

References:

- Anderson, A.H., Clark, A., & Mullin, J., (1994). *Interactive communication between children: Learning how to make language work in dialogue*. Journal of Child Language, 21, 439-463.
- Galvin, K.M. & Brommel, B.J., (1991). *Family Communication: Cohesion and Change*. (3rd Ed.). New York: Harper Collins.
- Marzano, R.J., Pickering, D., McTighe, J., (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimension of Learning Model*, Association for Supervision and Curriculum Development, Alexandria, VA.
- Rawlins, W.K., (1989). *Rehearsing the margins of adulthood: the communicative management of adolescent friendships*.
- Nussbaum, J.F. (ed.). *Life-Span Communication: Normative Processes*, (pp. 137-154). Hillsdale, NJ: Lawrence Erlbaum Associates.

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***conflict resolution skills***

Interpersonal conflict is characterized by opposition and disagreement. Conflict can be either constructive or destructive. Destructive conflicts tend to focus on the person and escalate beyond the immediate issue. Constructive conflicts focus on the issue not the person and are associated with conflict resolution strategies such as negotiation and compromise. Conflict resolution strategies fall into three basic categories: power assertion, negotiation and disengagement. Interpersonal conflict resolution strategies have been found to be a function of factors such as age, cognitive development, gender, culture, relationship type, contextual setting and personality. Effective conflict resolution involves managing the emotion evoked in a conflictual situation by attacking the problem not the person and using a negotiation or problem-solving process to determine a mutually acceptable solution. Communications skills (non-verbal posture and tone of voice; asking/answering questions; self-disclosing thoughts and feeling; empathy or "other perspective"; reflective listening; and acknowledgement through supportive comments) are closely related to conflict resolution.

References:

- Carnevale, A.P., Gainer, L.L., & Meltzer, A.S., (1990). *Workplace Basics: The Skills Employers Want*. American Society for Training and Development. Jossey-Bass Inc.
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- Grimshaw, A.D. (ed.). *Conflict talk: Sociolinguistic Investigation of arguments in conversations*, (pp.118-138). New York: Cambridge University Press.

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***critical thinking skills***

Most researchers agree that the basic cognitive operations involved in critical-thinking are: recall and comprehension; analysis; comparison; inference and application and synthesis and evaluation. These skills are not characterized as a rigid hierarchy, because there may be a wide range of difficulty within each skill. Analysis can be simple or complex, depending upon the scope and the complexity of the problem; similarly, evaluation can be easy or difficult. Generally speaking, evaluation and inference draw upon the other reasoning operations as well. The primary distinction among the five categories of thinking skills lies in the different ways in which youth relate and use information.

References:

- Bloom, B.S., and other.(1956) *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay.
- Quellmalz, E.S., (1985) "*Developing Reasoning Skills*." In *Teaching Thinking Skills: theory and Practice*, edited by J.R. Baron and R. J. Sternberg. New York: Freeman.
- Marzano, R.J., Pickering, D., McTighe, J., (1993). *Assessing Student Outcomes: Performance Assessment Using the Dimension of Learning Model*, Association for Supervision and Curriculum Development, Alexandria, VA.
- Stiggins, R.J., Rubel, E., Quellmalz, E., (1988) *Measuring Thinking Skills in the Classroom* (revised edition). National Education Association of the United States. Washington, D.C.

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***decision making skills***

The process of making choices among possible alternatives. Most models include the following skills important to effective decision making are: gathering information and facts, identifying possible options, identifying the possible consequences for each options, evaluating the desirability and likelihood of each consequences, making a choice. These models address goal-directed, plan decision making. Although cognitive aspects of decision making are considered important to adolescent risk-taking, risk-related decisions require additional considerations.

References:

- Furby, L., & Beyth-Marion, R., (1992). *Risk taking in adolescence. A decision making perspective*. *Developmental Review*, 12, 1-44.
- Jacobs, J.E. & Ganzel, A. K., (1993). *Decision-making in adolescence: Are we asking the wrong questions?* *Advances in Motivation and Achievement*, 8, 1-31.
- Lavery, B., Siegel, A.W., Cousins, J.H. & Rubovits, D.S., (1993). *Adolescent risk-taking: An analysis of problem behaviors in problem children*. *Journal of Experimental Child Psychology*, 55, 277-294.

### goal setting and planning skills

A goal is defined as an end toward which you direct some specific effort. The purpose of goal setting is to identify tasks in order to achieve personal accomplishments. Four tasks in goal setting are identifying opportunities, writing goal statement, development goals, and formulating action plans. There is a gap in youth research pertaining to key issues outside the traditional youth audience. This gap appears to be in youth employment, education and training.

#### References:

Gnaedinger, John P., "Careers for Youth." The American Association Career Education. California, 1996.

Green, Richard., *At Risk Youth can Succeed*. School Administrator : v46, n1: January 1889, pp. 13-16.

Rouillard, Larrie A., *Goals and Goal Setting*, Crisp: California, 1993.

### social/environmental navigation skills

Social/Environmental navigation is having the required skills or knowledge and a sense of efficacy to apply those skills to met the daily challenges of life. Appropriate skills for managing one's life include learning resourcefulness, problem-focused coping to modify particular stressors, social networking, help-seeking, and the ability to use strategies to access resources of information (interpersonally or electronically). A further successful navigation in the environment is self monitoring. Self-monitoring includes responsiveness to social and interpersonal cues regarding appropriate behavior, and the ability to regulate one's verbal and nonverbal emotional displays to be perceived in a socially approved manner.

#### Resources:

Amato, P.R., & Ochiltree, G., (1986). *Family resources and the development of child competence*. Journal of Marriage and the Family, 48, 47-56.

Friedman, H.S., & Miller-Herringer, T., (1991). *Nonverbal display of emotion in public and in private self-monitoring, personality, and expressive cues*. Journal of Personality and Social Psychology, 61 (5) 766-775.

Rosenbaum, M. (1989)., *Self-control under stress: The role of learned resourcefulness*. *Advances in Behavior Research and Therapy*, 11, 249-258.

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### ***personal safety skills***

Taking care of yourself to avoid danger, risk, or harm both physically and emotionally. It's the ability to use vital knowledge to develop personal attitudes and behaviors to prevent self injury or harm. Personal safety includes behaviors related to weapons and violence, sexual activity, suicide, vehicle safety, tobacco, alcohol, and other drug use and nutrition and physical exercise.

#### References:

Kostelnik, M.J., *Guiding Children's Social Development*: second edition. Delmar Publisher Inc., Albany, NY.

Hunter, L.K. & Lloyd-Kolkin, D., *Entering Adulthood: Skills for Injury Prevention: A Curriculum Guide for Grades 9-12*. Network Publications, Santa Cruz, CA. Wurtel, S. K., (1986)

*Teaching Personal Safety for Potential Prevention of Sexual Abuse: A Comparison of Treatments*. *Journal of Consulting & Clinical Psychology*, 54(5) p. 688-692.

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### ***problem solving skills***

The process of finding a solution to a situation or problem. Problem solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Most models suggest that successful problem solving requires intellectual skills, verbal knowledge, and cognitive strategies. Cognitive skills, group interaction skills, and problem-processing skills are all crucial to successful problem solving. It has been suggested that these capabilities can be improved with proper instruction. Ronning, McCurdy, & Ballinger argue that research concerned primarily with methods and knowledge acquisition is incomplete because the processes used when solving a problem can depend both on the characteristics of the problem and on the knowledge possessed by the problem-solver.

References:

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- Tisdell, D. A. & St. Lawrence, J.S., (1988). *Adolescent interpersonal problem-solving skill training: Social validation and generalization*. Behavior Therapy, 19, p. 171-182.

***relationship skills***

Relationships involve connection between two or more people in both personal and social settings which contributes to their mutual well-being. It's paying attention and caring about the other person. Relationship can be with parents, step-parents, siblings, peers, relatives, and other significant adults. Relationships fundamentally influence not only how one perceives one's self, but also perceptions of one's value or worthwhileness to society. No relationship occurs in a vacuum, therefore relationships can become very complex and convoluted. In addition, researchers agree that adolescents and younger children differs in their needs with respect to adults. As a child grows older, he/she tends to be more influenced by peers needs less direction from adults. Two aspects of this outcome need to be measure: relationship with peers and other youth, and relationship with caring adults.

References:

- Furman, W. & Buhrmester, D., (1992). *Age and sex differences in perceptions of networks of personal relationships*. Child Development, 63, 103-105.
- Jackson, S. & Rodriquez-Tome, H., (1993). *Adolescence: Expanding social worlds*. In S. Jackson and H. Rodriquez-Tome (eds.), Adolescence and Its Social Worlds, Hillsdale: Lawrence Erlbaum Assoc.

Kirchler, E. Palmonari, A. & Pombeni, M.L., (1993). *Developmental tasks and adolescent's relationships with their peers and their family*. N. S. Jackson and H. Rodriguez-Tome (eds.), *Adolescence and Its Social Worlds*, Hillsdale: Lawrence Erlbaum Assoc.

Rice, K.G. and Mulkeen, P., (1995). *Relationships with parents and peers. A longitudinal study of adolescent intimacy*. *Journal of Adolescent Research*, 10 (3), 338-357.

### ***behaviors that demonstrate an ability to be socially responsible***

Social responsibility has emerged over the last decade as an expansion of the field of study previously labeled citizenship or civic education. The concept of social responsibility is broader in that it encompasses the development of social skills while enabling youth to be active and responsible member of their larger social and political community. Social responsibility is multi- dimensional in that being responsible goes beyond just being respectful of others; it means experiencing as well as appreciating our interdependence and connectedness with others and our environment. The ability of the youth to identify and define social responsibility is important in defining who they are, where they fit in the social world, and building confidence in their sense of agency. The current definition of social responsibility is marked by the youth's need for experiencing generativity, casting ones' mark as an individual, and clarifying ones' role in an ever-widening social context. The construct of social responsibly has been conceptualized in a variety of ways including leadership and volunteerism, community service, and human rights and civic activity.

#### References:

Avery, P. (1988)., *Adolescent, civic tolerance, and human rights*. *Social Education*, 534-537.

Berman, S. (1997)., *Social Consciousness and the Development of Social Responsibility*. Albany, NY: State University of New York Press.

Berman, S., & La Farge, P., (1993). *Promising Practices in Teaching Social Responsibly*. Albany, NY: State University of New York Press.

Hamilton, S.F., & Fenzel, L.M., (1988). *The impact of volunteer experiences on adolescent social development: Evidence of program effects*. Journal of Adolescent Research, 3(1), 65-60.

Hanks, M. (1981)., *Youth, voluntary association and political socialization*, Social forces, 60(1), 65-80.

Middleton, E.B., & Kelly, K.R., (1996). *Effects of community service on adolescent personality development*. Counseling and Values, 40, 132-143.

Youniss, J. & Yates, M., (1997). *Community Service and Social Responsibility*. University of Chicago Press: Chicago.

### **subject matter knowledge & skills mastery**

Subject matter knowledge and skills mastery of subject matter involves the building of knowledge and skills in order use them in a competent manner. The level of mastery is dependent on the developmental ability of the individual and increases with repetition. Success and mastery produced social recognition as well as inner satisfaction. This should include a sampling of the project subject areas in the 4-H program (i.e. animal sciences, clothing, foods, horticulture, environmental sciences, mechanical sciences, etc.). May want to look at recognition model in relationship to subject matter knowledge and skills.

#### References:

Ames, C., (1992). *Classrooms: goals, structures and student motivation*. Journal of Educational Psychology, 84, 261- 271.

Brendtro, L.K., Brokenleg, M., & Van Bockern, S., (1990) *Reclaiming Youth at Risk: Our Hope for the Future*. National Educational Service, Bloomington, IN.

### **behaviors that demonstrate a value for diversity**

Diversity is defined as the "condition of being different." Diversity extends far beyond race and culture to include a number of dimensions of

differences. Researchers have described two major dimension of diversity: primary and secondary. Primary dimensions are things that we can not change. They include age, race, ethnicity, gender, physical qualities and sexual orientation. Secondary dimensions include income, education, religious beliefs, military experience, geographic location, parental status and marital status. Valuing diversity recognizes difference between people and acknowledges that these differences are a valued asset. Valuing diversity can be measured at three levels: cognitive, affective, behavioral. Cognitive is the knowledge and understanding of the concepts and issues related to diversity. Affective is the appreciation and respect of the similarities and difference among people. Behavioral is building positive relationships with "different people".

References:

Fuch, L.H., *The American Kaleidoscope: Race, Ethnicity and the Civic Culture*, Wesleyan University Press, 1990.

Loden, M. & Rosener, J., *Workforce America!: Managing Employee Diversity as a Vital Resource*. Homewood, IL. Business One, 1991.

Wittmer, J., *Valuing Diversity and Similarity: Bridging the Gap Through Interpersonal Skills*. Educational Media Corporation, Minneapolis, MN 1992.

## APPENDIX

# D

### Current Efforts Work Group Report

The National Education Longitudinal Study of 1988 (NELS:88) is a comprehensive national survey administered by the National Center for Education Statistics in the U. S. Department of Education. The NELS:88 survey asks students if they participated in 4-H programs along with a menu of about 7-8 other school club and leadership opportunities. This would allow a secondary analysis of NELS:88 data comparing outcomes of students who indicated that they had participated in 4-H with those who had not. The NELS:88 database has approximately 5,000 variables and 26,000 students so this could be a comprehensive and nationally-representative study.

The base year of NELS:88 represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The 1988 eighth-grade cohort is being followed at two-year intervals. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The first follow-up in 1990 constitutes the first opportunity for longitudinal measurements from the 1988 baseline. It also provides a comparison point to high school sophomores-ten years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The second follow-up took place early in 1992, when most sample members were in the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the

transition into the labor force and postsecondary education after high school. Because the NELS:88 sample was freshened to represent the high school class of 1992, trend comparisons can be made to the high school classes of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up returned to students who were identified as dropouts in 1990, and identified and surveyed additional students who had left school since the prior wave.

The third follow-up took place in 1994, when most sample members had completed high school. The primary goals of the 1994 round were:

- 1) to provide data for trend comparisons with NLS-72 and HS&B;
- 2) to address issues of employment and post-secondary access and choice;

and

- 3) to ascertain how many dropouts have returned to school and by what route. A fourth follow-up is tentatively scheduled for 2000.

# APPENDIX

# E

## Methods/Pilot Work Group Report

### INCLUDING PILOT RESULTS

#### I. Pre-Pilot Phase (Summer and Fall 1998)

In July of 1998, members of the Methods Working Group met in Ft. Collins, Colorado, to draft the sampling design and survey instruments. The team members referred to the Critical Elements and Conceptual Outcomes documents from the first two working groups. We also considered other 4-H and extension surveys (e.g., CYFAR reports, NY Members Only Club Survey, Iowa Survey, Kansas Survey, New Mexico and others) as well as non-4-H surveys (e.g., Boys & Girls Club, Big Brothers/Big Sisters, Girl Scouts, and others). Based on ideas from all these sources, many sample items were written for each critical element category and the items were ranked with the top 5-10 in each category used to draft the pilot instruments.

Arizona and Missouri helped develop the facilitated process and pre-piloted the process and the surveys with groups representing the four ES-237 programming units. In addition to the feedback from the Arizona and Missouri youth groups, NAE4-HA '98 workshop participants provided detailed suggestions for improvement of the surveys. Following the changes made from these sources the Pilot Phase was started in December, 1998.

#### II. Pilot Phase (Winter 1998-1999)

*The purpose of the "Pilot Study" was to provide enough data to fine tune the survey instrument. A secondary purpose of the pilot phase was to try out the sampling process and to learn enough about the assessment effort to write a detailed "Instruction Packet" to provide to states involved in the national data collection effort.*

### *Pilot Sampling Design*

Selection Process:

- Randomly selected 2 states from each of the four regions
- Two counties were randomly selected from participating states for each of 3 program units (clubs, special interest and school enrichment) ensuring both rural and urban participation (See reference to Beale Index below\*). After-school selections were determined whether a state had that type of program or not. The same instrument was used for all programming units.
- Each county was asked to prepare a list of all program groups within the selected unit in their respective counties from which two or more groups were selected by the assessment team to represent rural and urban audiences.
- Each county selected was asked to assess participants in one programming unit (i.e., 4-H Clubs)

The initial plan was to survey 2,000 youth participants as well as adult volunteers working with the groups. We sent out 1300 surveys to participating states and, chiefly due to the timing constraints of the pilot process, only about 480 youth and 190 adult surveys were returned. An additional number of completed surveys could not be used due to lack of written consent.

\*Reference to Beale Index from USDA: Beale C. L. and K. M. Johnson, 1998. "The Identification of Recreational Counties in Nonmetropolitan Areas of the U.S.A." *Population Research and Policy Review*. 17: 37-53.

### *Sample characteristics from pilot study*

Valid surveys were received from every participating state (Rhode Island, Pennsylvania, Minnesota, North Dakota, Georgia, Texas, Oregon and Idaho). The youth ages ranged from 5-19 years with an average age of 9 and most of the youth in the 6th grade. The adult ages ranged from 21-57 years with an average age of 40. Seventy-three percent of the adults were parents and 53% were adult volunteers with 4-H (note that these are not mutually exclusive categories). Thirty-six percent of the adults were 4-Hers in their youth. The majority of both youth and adult were white (86% of youth and 92% of adults), although all ethnic categories were represented.

The samples programming sources were skewed because rural clubs were best able to respond to the tight time frame of the pilot study.

However, the experience/involvement of the youth in 4-H was highly varied. Their years of experience in 4-H ran the gamut from less than 6 months to more than 6 years. They were involved in clubs (73% reported participation in multi-project club) and other 4-H programs (e.g., 42% had done after-school programs, 32% school enrichment, 35% special interest, 31% 4-H overnight camp). Given that we needed numbers to look at the survey characteristics, ample responses were received. Difficulties experienced helped to craft the Instruction Packets for future use, the pilot phase experience was successful.

### **Survey Instrument Development**

Data from the pilot surveys was used to develop the final instrument. Two procedures—Factor Analysis and Cronbach’s alpha—were used to select the final items for the attitude scales in the final version of the survey instrument. Factor analysis results were of minimal value in that most items grouped into the first factor indicating that the various aspects of the 4-H program are not mutually exclusive components. Cronbach’s alpha is based on the acceptable range for all scales. The number of items in some scales based on the alpha scores were reduced. Alpha and mean scale scores from the pilot data for are as follows:

| <i>Scale Name</i>                          | <i>Alpha Value</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>N Valid</i> |
|--|--------------------|-------------|---------------------------|----------------|
| <i>Adults in 4-H</i>                       | .85                | 3.2         | 0.4                       | 415            |
| <i>Feelings about 4-H</i>                  | .84                | 3.3         | 0.4                       | 433            |
| <i>Learning in 4-H</i>                     | .77                | 3.1         | 0.5                       | 442            |
| <i>Helping others</i>                      | .87                | 3.2         | 0.5                       | 443            |
| <i>Belonging in 4-H.</i>                   | .89                | 3.3         | 0.4                       | 429            |
| <i>Planning and decision making in 4-H</i> | .90                | 3.2         | 0.4                       | 454            |

### **Data Analysis**

*(Some suggestions for those states interested in doing their own analysis)*

Data analysis can take several directions depending on the purpose of the survey and the level of complexity of the report. Once the data has been

entered into the computer the first level of analysis is looking at a frequency distribution of all the variables in the survey. This will provide a general idea of the composition of the sample and their perceptions of the critical element items. For some this level of analysis may be sufficient. It provides a general overview of the data but does not give any information as to how perceptions vary depending on the number of years in 4-H or any of a number of background variables. Some may wish to move to the next level of analysis—a bivariate analysis. The most common bivariate analysis is a crosstabulation analysis or contingency table analysis. This allows one to evaluate the relationship between an independent and dependent variable. An example would be to look at whether perceptions (dependent variable) toward adults in 4-H is correlated with the number of years the person has been in 4-H (independent variable). This can be done with individual items in the "Adults in 4-H" section of the survey. However, a more preferred approach is to develop a scale from all the items in each section and use it as the dependent variable in the analysis. This can be done by totaling the scores for all items and dividing by the number of completed items to obtain an average for each section. SPSS can be programmed to develop these scales. In most cases it is wise to group both the independent and dependent variables into 3-4 categories with roughly the same numbers in each category. This will assist in determining trends and minimizing the likelihood of drawing conclusions based on small cell sizes.

A bivariate analysis should never be the final approach to analysis of the data as there are too many opportunities for misinterpretation of the results. After all there are few dependent variables in the social sciences that can be explained by a single independent variable and too many independent variables that are correlated with other independent variables. Thus, the use of a multivariate procedure is advisable. This allows one to determine the relative influence of each independent variable on the dependent variable of choice, while holding all other independent variables constant. Several procedures can be used. Multiple Regression is a common procedure. Log Linear analysis techniques are also appropriate. A seldom used but very appropriate technique is Multiple Classification Analysis. This variation of ANOVA is quite similar to multiple regression but does not require the stringent assumptions of MR and actually provides more information about the relationship of the independent variable and dependent variable than does MR. Requirements for MCA are an interval level dependent variable and independent variables of any level of measurement from nominal to interval. Independent variables should be grouped into 3-5 categories for easier interpretation of results. In older versions of SPSS (prior to version 8), MCA analysis was on a pull down menu under the Simple ANOVA program. In more recent versions one must type the

command file (Syntax file) to run the program. The commands can be obtained from Barbara Schnabel at the SSRU at the University of Idaho (bschnabe@uidaho.edu). Help with interpretation of MCA can also be obtained from this source. See also description below.

As a general principle, the more information you want from your data, the more complex your statistical analysis must be. A frequency distribution of all variables is a must and can provide a useful general picture of your data. However, multivariate analysis is necessary if you are interested in the various relationships among dependent and independent variables. Knowledge of the independent effect of length of time involved in 4-H on satisfaction with each of the critical elements was of interest. This kind of analysis can only be done using a multivariate technique.

### **MULTIPLE CLASSIFICATION ANALYSIS** *(An example)*

The usual analysis of variance table provides only the statistics necessary for significance testing. The fact that the effect of factor 'A' is significant merely indicates that the mean of at least one category of the factor 'A' is different from the grand mean, after appropriate adjustments are made. It is therefore important to examine the pattern of A's relationship to the criterion variable.

The Multiple Classification Analysis (MCA) table is a method of displaying the results of analysis of variance especially when there are no significant interaction effects. It is particularly useful when the factors examined are attribute variables that are not experimentally manipulated and therefore are correlated. Given two or more interrelated factors, it is valuable to know the net effect of each variable when the differences in the other factors are controlled for.

For example (refer to MCA table), suppose that the criterion variable is weekly wages of company employees and that factors are sex and race. The researcher is interested in the effects of these two factors because some discrimination is suspected. However, wages are also determined considerably by the level of education of the employee and the duration of employment. Therefore, the two variables (level of education and duration of employment) are introduced as covariates.

| <i>Variable + Category</i> | <i>Deviations from the Grand Mean</i> |                                  |   |
|----------------------------|---------------------------------------|----------------------------------|---|
|                            | <i>Unadjusted</i>                     | <i>Adjusted for independents</i> | <i>Adjusted for independents &amp; Covariates</i> |
| Race                       |                                       |                                  |   |
| White                      | +10                                   | +6                               | +4  |
| Non-white                  | - 40                                  | -24                              | -16   |
| (Eta and beta)             | (.632)                                | (.384)                           | (.253)  |
| Sex                        |                                       |                                  |   |
| Male                       | +12                                   | +8                               | +66   |
| Female                     | - 18                                  | - 12                             | - 9   |
| (Eta and beta)             | (.465)                                | (.310)                           | (.232)  |
| Multiple R                 | - - -                                 | .648                             | .866  |
| R2                         | - - -                                 | .420                             | .750  |

*MCA Table:  
WAGES (Weekly Wages expressed as Deviation from the grand mean  
BY SEX (Sex of the Employee), RACE (Race of the Employee)  
WITH EDUC (Educational Attainment), and LENGTH (Length Employed by Company)  
Grand Mean = 100 (in dollars)*

The numbers in the first column are the deviations of each category mean from the grand mean. In calculating these values, do not adjust for other factors or for covariates. The numbers in the second column indicate the adjusted mean values for each category (again expressed as deviations from the grand mean) adjusting for the other factor. Note the changes in these values: The effect of each factor diminishes as we adjust for the other factor, which suggests that sex and race are related (in the context of employment). It shows that male employees tend to be white, while female employees tend to be nonwhite. As adjustment is made for the two covariates in addition to race and sex, the effects of sex and race are reduced still further. As the numbers in the final column suggest, there are still substantial degrees of discrimination between races and between sexes.

One important use of MCA scores is to examine the pattern of changes in the effects of a given variable as we introduce more variables as controls. For example, there was initially a \$50 difference between whites and nonwhites (+10 for Whites and -40 for Nonwhites). Some of this difference is due to the confounding effects of sex and probably differences in the educational level of the two race categories. When the confounding effects of sex are controlled, there remains a \$30 difference between races (+6 for Whites and -24 for Nonwhites), and when the differences in education and length

of employment are further controlled, this difference reduces to \$20 (+4 for Whites and -16 for Nonwhites).

Another descriptive statistic of interest is the partial beta. If a new variable for each factor by assigning the MCA scores to each category (any effect-proportional coding, that is, any linear transformation of the original MCA scores, will do), the resultant standardized partial-regression coefficient is partial beta. It is informative to compare the original eta (which is equivalent to a simple beta from the bivariate linear regression of the dependent variable on the factor) with the partial betas resulting from first controlling for the other factors and then, in addition, controlling for the covariates.

For example, for the factor Race in the above example, the betas decrease from .632 to .253 as we introduce other controls. Finally, the multiple R at the bottom of the table indicates the overall relationship between the criterion variable and the independent variables. R<sup>2</sup> in the second column represents the proportion of variation in Wages explained by the additive effects of Race and Sex; R<sup>2</sup> in the last column represents the proportion of variation in Wages explained by the additive effects of all factors and covariates.

(If there is strong interaction between factors, the MCA scores become meaningless. The user therefore is advised to check for the significance of interaction effects before examining the MCA tables.)

### *MCA using SPSS*

To run an MCA using SPSS version 8.0 or higher you will need to create a SYNTAX file. On the menu for to File-New-Syntax. At the blank screen for a New Syntax file, type in:

```
ANOVA Y BY A (1,2) B (1,4)
/METHOD=EXP
/STATISTICS=MCA
/MAXORDERS=NONE.
```

Y is the dependent variable (above example the dependent variable was Wages), A is the first independent variable with values ranging from 1 to 2 (above example this would be Race), B is the second independent variable with values ranging from 1 to 4 (example could be Education 1=High School, 2=Vocational Certificate, 3=College Degree, and 4=Graduate Degree). It is usually a good idea to limit the number of independent variables to about six

and to limit value ranges either by specifying only part of the values (example left out 5=no answer) or by transforming (recoding) the variable.

Maxorders limits the number of interactions. This command is optional, but if it is not included and there are more than five independent variables with more than three values each, then the program might overload computer memory capacity.

***Reference:***

Statistical Package for the Social Sciences, Second Edition. Nie, Norman H., Hadlai C. Hull, Jean G. Jenkins, Karin Steinbrenner, and Dale H. Bent. 1975. McGraw-Hill Book Company, New York, NY.

## APPENDIX

# F

### *Instruction Packets* *for Youth and Adult Survey Facilitators*

*INCLUDES COPIES OF SURVEYS*

Dear Agent with 4-H Responsibilities:

#### ***NATIONAL PROJECT***

The Steering Committee has randomly selected a series of counties from across the nation to participate in the National 4-H Impact Assessment Project. Your county was one of those selected.

#### ***PURPOSE***

"Why do a national 4-H assessment of impact?" you might ask. For many years 4-H has received funding from federal, state and county sources. Many decision makers want to know what difference 4-H makes in the lives of young people. Another more personal and practical reason, is that the study will identify if a club, special interest, after-school program or school enrichment unit has basic elements for positive youth development and what outcomes are being developed. Additionally, this study will provide guidelines for making decisions about future educational programs in your county.

#### ***CONSENT/PERMISSION***

The University of Arizona Institute for Children, Youth and Families is taking the lead role in acquiring human subjects coverage with the University of Arizona. We hope that your Land Grant University will be able to utilize this experience to expedite the process in your state. Participation in the project requires obtaining parental permission for the young people. Federal regulations require that permission be obtained from parents of minors and individual permission for adults (e.g., volunteers and parents) who complete these surveys. Although time consuming, a signed consent form **MUST** be obtained before a person completes a survey. The formal wording of the consent forms is mandated by federal human subjects guidelines. Please explain to people that this is to ensure they understand completely the

nature of any project/study and can therefore give fully informed consent. If anyone has ANY questions, our phone numbers are listed on the consent forms.

### ***INSTRUCTION PACKET CONTENTS***

*Included in this packet are the following:*

1. National 4-H Impact Assessment Fact Sheet
2. Suggested outline for facilitating the impact assessment process
3. Instructions for the facilitators
4. Answers to commonly asked questions
5. Debriefing questions for the youth
6. Cover sheet to send with completed surveys
7. Summary table of the facilitated process
8. Consent/Permission information for parents and youth participants, sample letter for parents, sample memos for adults
9. Youth and adult survey instruments

### ***YOUR 4-H YOUTH GROUPS***

Participation from your 4-H group is very important. Please call Allison Titcomb, Evaluation Specialist, at 520-621-8931 or e-mail to [atitcomb@ag.arizona.edu](mailto:atitcomb@ag.arizona.edu) if you have questions. Please feel free to make additional copies of the instrument if necessary.

Thank you!

Sincerely,

William L. Peterson, Assistant Director  
4-H Youth Development  
The University of Arizona

### ***National 4-H Impact Assessment Project Fact Sheet***

#### ***Description of Study***

Under the leadership of the University of Arizona 4-H Youth Development Program, forty-five people from twenty-three different states met in Tucson, Arizona, in December of 1997. The purpose of this meeting was to discuss and design a National Impact Assessment of 4-H Youth

Development. A study question was drafted and working groups were formed. Based on the efforts of three working groups (critical elements, outcomes, and methods) a survey instrument and study/sampling design have been drafted. After pilot testing (from two randomly selected states in each region), national data collection will begin in late spring of 1999. The target groups who will complete surveys about their 4-H experiences are youth in grades 4-12, parents, and adult volunteers. For the national baseline data collection, approximately eighty-eight hundred individuals will participate from three randomly selected states in each of the four geographic regions. In particular, 4-H clubs, 4-H school enrichment groups, 4-H special interest groups, and 4-H after-school programs will be surveyed through an agent-facilitated process. Results will be shared with the nation in 2000.

***Goal:***

The goal of the project is to answer the question: "What positive outcomes in youth result from the presence of critical elements in a 4-H experience?"

***Purposes:***

1. Establish a baseline measure of current 4-H program outcomes and generate defensible data that can be shared with decision-makers at the local, state and national levels;
2. Foster additional impact initiatives by linking states who wish to collaborate on targeted projects;
3. Encourage every county and state to collect, analyze, and report 4-H impact data;
4. Build an infrastructure that will make impact assessment an ongoing, continuous part of 4-H Youth Development.

***Key Assumptions***

1. The 1997 ES-237 Annual Enrollment Report is the source for information.
2. All four geographic regions will be represented.

3. The focus will be on groups of young people through a facilitated process. Participants will be 4-H youth people, adult volunteers and parents.
4. There will be an element of proportionality used to sample from the following programming units: 4-H Clubs, Special Interest Groups, School Enrichment Groups, After School Child Care and within units—larger populations will have more individuals selected.
5. County focused—Agents will be lead persons within states selected.
6. 1890 Institutions will be represented.
7. Key stratification variable is rural/urban programming.

*Selection Process*

1. Randomly select 3 states from each of the four regions ensuring 1890's institution participants.
2. Two counties will be randomly selected from participating states for each of 3 program units (clubs, special interest and school enrichment) ensuring both rural and urban participation. The After School Child Care program unit assessment will be done separately based on the top two states within each region in terms of participation numbers. The same instrument will be used for all programming units.
3. Each county will be asked to prepare a list of all program groups within the selected unit in their respective counties from which two or more groups will be randomly selected by the assessment team in each state.
4. Each county selected will only be asked to assess participants in one or possibly two programming units (i.e. 4-H Clubs).
5. Approximately 8,000 youth participants will be surveyed. Approximately 800 total adults (parents/adult volunteers/agents), whose birthdays are in the same month as when the surveys are given to a set of children, will be asked to complete adult versions of the surveys.

## **SUGGESTED OUTLINE FOR FACILITATING THE IMPACT ASSESSMENT PROCESS**

### *Pre-survey Session Planning*

Contact the selected 4-H program contact (e.g., club or group leader, school contact) and ask for a short meeting with them and, if available, their club/group officers. Explain the opportunity briefly so they'll have some idea of what to expect from participating in the assessment process.

### *Planning Meeting (Pre-Survey Completion)*

- Explain why the survey is being conducted. Feel free to use the enclosed Fact Sheet that explains the background and sampling design.
- Ask what they think is the best way to encourage the youth, parents and volunteers in to participate? Parental permission is required. Obtaining this is probably the most time-consuming part of this process. Any assistance in follow-up with parents, especially with school enrichment programs, would help.
- Ask what might need to be done to promote participation and how we could make completing the survey fun.
- Explain the need for youth to work individually on the surveys. Ask how the group could make that happen. Ask what they could do so those who finish early would not bother those still completing the survey. Plan an alternative activity for those who lack parental permission to participate in the project.
- Explain the need for feedback. Share the idea of having the youth share in a debriefing format. Examples of suggested questions for the debriefing are enclosed.
- Help them develop an outline of who will do what, when it will be done, what will be needed to be successful, etc.
- Arrange to meet with them to discuss what worked and didn't work. Ideally, this will be right after the surveys are completed or within a day or two. Provide this feedback along with the completed questionnaires.
- Thank them for deciding to tackle this task and encourage them to contact you if they have any questions as they prepare for the meeting.

Ideally, obtain parent permission BEFORE the day of survey completion. If you get less than 50% response, reschedule the survey completion for the whole group until more forms are returned.

### ***Survey Completion Day***

At the meeting/time scheduled for members, parents, and volunteers to complete the survey you might consider using the following format.

For youth who are present (adult directions are presented later):

- Open with some brief ice breakers or warm-up exercises that are interesting and fun to get them in a positive frame of mind, but not too physical. We don't want to get people wound up. Stand Ups, Electricity, Name Toss, etc. are good examples for this part of the program.
- Explain that their parents have already said it was ok for them to fill out the survey, but they need to decide to participate as well. Have them read the "minor assent" form and ask if they have any questions. Collect the assent forms and separately place in envelope and seal in front of them to show that their names will not be attached to a specific survey. Make sure any questions are answered.
- Outline the reasons and benefits for completing the survey. Explain how to complete the questionnaire. Encourage them to work alone and not share answers. See Instructions below.
- NOTE to facilitators: Be sure that you are able to explain the definitions of various program types (question 7 on page 6 of the youth survey).

### ***INSTRUCTIONS FOR THE FACILITATOR***

"The 4-H Youth Survey was developed to help us better understand how young people benefit from 4-H activities and programs. In order to do this, we need to know what you think about the 4-H activities you do. This is your chance to tell us what you think about 4-H programs and the people who run those programs."

### ***DIRECTIONS TO READ TO THE PARTICIPANTS***

1. Remember, this is NOT A TEST!! There are no right or wrong answers. This is your opportunity to tell 4-H what you honestly think and feel

about the activities you do. It is important that you tell us what you REALLY think so that we know what we're doing right and what we could do better.

2. No one in 4-H will see your answers. Your survey will be sent in and combined with the others, and all the answers will be written up together. Your name will not appear anywhere on the survey.
3. USING THE SCALE: You will read some sentences and you have to decide HOW MUCH you agree or disagree with the sentence. On the first page of the survey are a couple of examples that uses pizza and ice cream. Let's read that together. Do you feel you understand? Remember, you can ask questions at any time.
4. You may be asked questions about "adults in 4-H". The "adults in 4-H" means the persons leading the program. They can be parent volunteers, 4-H Agents, camp counselors, or teachers.
5. You are currently in either school enrichment, club, special interest for after school type of program (Give them the program type). That is the first question on the survey so all of you should at least mark that box. You might mark more than one box if you've done other kinds of 4-H programs. If you're not sure, feel free to ask questions. The rest of the questions refer to your opinion about 4-H in general.
6. Please mark only one response to each of the other questions unless the question states that you should or can mark more than one answer.
7. You may use any kind of pen or pencil, but please mark you answer clearly.
8. If you have any problems understanding a question or if you find anything confusing on the survey, please ask for help.
9. Tell your group: THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!!!
  - Pass out surveys and pencils or pens. Have other volunteers available to answer questions if needed during completion of the surveys, especially with a large group.
  - Have youth place completed surveys in a collection box or envelope. Those completing the survey need to leave the area/room and/or quietly participate in whatever activity was chosen at the pre-meeting.

- Once everyone has completed the survey have them sit down (small circle groups will work best, especially if led by one of the youth/officers) and answer aloud the debriefing questions (attached below). Each small group may want flip chart and markers to write their answers to the questions.
- Have each small group share their responses with the whole group.
- Participate in post survey discussion. Record and collect suggestions for improvement that can be passed on to other groups. (See attached debriefing questions.)
- Distribute adult survey packets to youth (if adults not already present). See section on adult surveys below.
- Thank everyone who participated.

### **ADULT SURVEY INSTRUCTIONS**

- "Random" selection of adult participants will be completed by asking for birthdays during the month that the survey is completed. Ask adults present, "Who has a birthday this month?" (Which gives you the excuse to say, "Congratulations and Happy Birthday! You get the special privilege of being asked to fill out a survey!") If more adults are needed than are present, youth can be asked "Do any of your parents have a birthday this month?" If still more are needed, ask the same questions of the following month. (i.e., if the survey is in September, first ask about September, then October birthdays.). The goal is 1 adult per 10 youth surveyed.
- If adults are not present, have packets ready to send home with youth. (Remember the "birthday selection method" described above.) The packets should contain an adult survey, a memo from the county agent (see following sample), and a self-addressed/stamped envelope for the return of the completed survey. Alternatively, if you have the parent's address, you can mail to them directly.

### **AFTER SURVEY COMPLETION**

Fill out cover sheet(s) and mail completed cover sheet(s), consent forms, completed surveys and any comments to:

John Carlson, Ph.D.  
Attn: 4-H National Surveys  
Department of Ag. Econ & Rural Sociology  
6th & Rayburn  
University of Idaho  
Moscow, ID 83844-2334  
Ph. # (208) 885-7645 Email: carlson@uidaho.edu

If you have any questions during the process, please contact Bill Peterson, Project Director, at (520)621-3623 (or bpeters@ag.arizona.edu).

## **ANSWERS TO COMMONLY ASKED QUESTIONS**

### **1. Will anyone know how I answered the questions?**

*Answer: No, all replies are anonymous. We will track individual groups only. This is why we collect consent forms separately from the surveys themselves.*

### **2. What if a student has a question about some of the items on the survey?**

*Answer: You can try to answer their question, but you must keep in mind two things: Do NOT look at the students responses to the survey. For example, do not bend over the student and look at the question they are asking about. Instead, have a blank copy of the survey with you so they can tell you which question they're working on. The second thing is to be as neutral as possible. Their responses to these questions should be the most honest and truthful that they can provide and they shouldn't worry about what other people think they should answer. The same is true of their friends in the group who are also taking the survey.*

### **3. How long will it take to answer the questions?**

*Answer: Based on pilot groups, we expect 30-45 minutes to an hour for the total task, depending on the age of the participants. It only takes kids about 30 minutes to do the survey.*

### **4. What will our group get out of participating?**

*Answer: 1) The satisfaction of being one of the groups to participate in a national program that is asking kids what they think of their 4-H experience (8000 out of 6 million is a select group!),*  
*2) Results might be useful in designing programs for the future,*  
*3) The opportunity to share the results with decision makers in your county and community,*  
*4) Participation will likely spark active discussion of evaluation at the local level.*

### **5. How do we make taking a survey fun?**

*Answer: Make a game out of it. One example is Family Feud (non-competitive type, etc.). Provide positive incentives for completion such as a goody grab bag.*

**6. What if a student shows up to do the survey and hasn't turned in parental permission?**

Answer: According to our Human Subjects Committee, the standard response is that an alternative activity should be provided to the child(ren) who lack parental permission to do the survey. Therefore, it is really important to make every effort to receive parental consent forms ahead of time. Note that verbal consent (e.g., over the phone) is NOT acceptable. Also note that each sibling in a family needs separate parental consent forms. Don't single out the "alternative" children (i.e., those who don't want to do the survey or those without parental permission). Have several activities available (preferably quiet-type, pen/paper activities).

**7. What if a parent signature is missing from the permission form?**

Answer: If we do not have the parental permission (that is, the parent's signature), we cannot use the young person's survey. Therefore, we cannot allow the student to complete the survey.

**8. What if a parent has more than one child in the same 4-H group?**

Answer: We must have separate signed consent/permission for each child.

**9. What if we haven't done a good enough job in explaining that they are part of 4-H?**

Answer: This is a great opportunity to sell 4-H as the youth development program which partners with many organizations.

**10. What do I say to parents who do not want "the government" studying their child?**

Answer: No one will ever know how an individual responds since no names or identification will appear on the surveys. The permission/consent forms are collected and stored separately from the surveys. Therefore, this is considered to be an anonymous process. Remind them that this is voluntary and that their child's participation would be welcome and useful but not required. Other suggestions include personalizing the process; refer by name to county agents or other 4-H people the parent might know and respect.

**11. How much time do we have to return the completed surveys to Idaho?**

Answer: We would rather have a complete set of surveys sent from each county so take more time if needed. We are projecting that all surveys should be sent by late fall, 1999. Please send them as soon as they are completed.

**12. What if a parent cannot read the letter/permission forms? Can their child read it to them?**

*Answer: According to our Human Subjects Committee, an informed adult involved in the survey process (e.g., a county agent) should be the one to read the information to the parent. This provides a person best able to answer any questions they may have.*

(See the website <http://ag.arizona.edu/icyf/> for more questions and answers)

**DE-BRIEFING QUESTIONS TO ASK YOUTH (Optional).**

1. How do you feel now that you have taken the survey?
2. What other questions should we ask about your 4-H experience?

A copy of the survey is on the following pages.

*Cover Sheet*  
***National 4-H Impact Assessment Project***  
***4-H Youth and Adult Surveys***

*(To be completed for each program/group included in the data collection and to be returned with completed surveys, consent forms and other comments.)*

Name of Person Completing this Sheet:

\_\_\_\_\_

Person to Contact and Phone Number in case of questions:

\_\_\_\_\_

Date Survey was Administered: \_\_\_\_\_

Type of Program/Group:

- Club
- Special Interest
- School Enrichment
- After-school Child Care

Attach a brief description of this program.

Length of Program: \_\_\_\_\_

Average number of hours 4-H youth spend in this program: \_\_\_\_\_

City and State: \_\_\_\_\_

Total number of youth enrolled in this program/group: \_\_\_\_\_

Number of Completed Youth Surveys with Parent Consent/Minor Assent Included \_\_\_\_\_  
(required for us to use the surveys as part of this national effort):

Number of Completed Adult Surveys Included: \_\_\_\_\_

Do you have any comments or questions?

Please send the completed forms to:

John Carlson, Ph.D.  
Attn: 4-H National Surveys  
Dept. of Ag. Econ. & Rural Sociology  
6th & Rayburn  
University of Idaho  
Moscow, ID 83844-2334  
Ph. (208) 885-7645

*Summary Table of Facilitated Process\**

**BEFORE**

| <b>HAVE</b>   | <b>SAY</b>  | <b>DO</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Enough letters/permission forms to go home to parents</li> </ul> | <ul style="list-style-type: none"> <li>• Explain process</li> <li>• Discuss dates, needs (e.g., extra volunteers?)</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange the target day for survey</li> <li>• Hand out or mail parent letter/permission forms</li> <li>• Plan for activities on day of survey</li> <li>• Try to have a separate place/room for those who finish early</li> <li>• Follow-up/reminder calls</li> </ul> |

**DURING**

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Plenty of surveys (youth and adult)</li> <li>• Extra parent permission forms</li> <li>• Packets of adult surveys/ memos/SASE to hand out or send home</li> <li>• 4-H Activities (quiet, pencil/paper type) for those who finish early or lack parental permission</li> <li>• Extra pens/pencils</li> <li>• Separate envelopes/ collection boxes for permission forms and surveys</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce process</li> <li>• Explain why they're asked to participate</li> <li>• Explain voluntary nature of survey</li> <li>• Tell them we want their honest feedback</li> <li>• Read instructions</li> <li>• Remind them NOT to write their name on survey it's supposed to be anonymous)</li> <li>• Remind those who finish early (particularly parents) to be mindful and respectful of others. (i.e. try to keep the noise level to a minimum).</li> <li>• Follow up with debriefing questions</li> </ul> | <ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Collect parental permission and minor assent forms (must have both signatures before surveys are done)</li> <li>• Answer questions about survey items (be neutral)</li> <li>• Collect surveys</li> </ul> |
|--|---|---|

**AFTER**

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Cover sheet</li> <li>• Mailing envelopes/boxes addressed to John Carlson</li> </ul> |  | <ul style="list-style-type: none"> <li>• Follow up with unreturned adult surveys</li> <li>• Send completed surveys, permission forms and cover sheet(s) to John Carlson</li> </ul> |
|--|--|--|

\* We assume two things have been done already in your state: (1) The state office has already received approval from the university's Human Subjects Committee/Institutional Review Board and (2) Random selection of counties and programs has already occurred.

SIMPLE RANDOM SAMPLING

**Basic Directions:**

- 1) Get complete list of all programs, groups or individuals. For the purposes of group sampling with the National 4-H Survey, groups will be randomly selected. You should also know the enrollment for each of groups.
- 2) Assign each a unique number. (e.g., alphabetize the list, label each starting with 0).
- 3) Enter the table of random numbers at any point and read off the last two or three digits of each column (depending on how many are on the total list.) In other words, if you have 25 clubs, you'll read of the last two digits, discarding any numbers that are not represented on your list.
- 4) Select a few more than you think you need as back-up.

**Example:**

Steps 1 and 2: A club list from Fun in4H county includes 30 different groups. Assume the number of club members who need to be surveyed in the county is 40. The following is a short sample of their list with unique identification numbers assigned.

| <u>ID#</u> | <u>Name of Club (number of members)</u>               |
|------------|---|
| 00         | 4-H Fashion Frenzy (8 members)                        |
|            |   |
| 09         | Beanie Baby Stockholders Accounting Club (25 members) |
|            |   |
| 19         | Plants-R-Us Horticulture Club (10 members)            |
|            |   |
| 22         | Puppy Pals (15 members)                               |
|            |   |
| 28         | Zebrafinch Friends (4 members)                        |

Step 3 and 4: The first column of random numbers is selected (for example) and the last two digits are read off. If we had had one hundred clubs, we would have read off the last three digits. Those would be 34, 95, 34, 28, 31, 83, 09, 09, 36, 58, 49, 92, 85, 17, 78, 00, etc. You discard any numbers that aren't represented on the list. Thus, your "draw" would be as follows:

|    |   |
|----|---|
| 34 | DISCARD                                       |
| 95 | DISCARD                                       |
| 34 | DISCARD                                       |
| 28 | Zebrafinch Friends (4 members) (NEED 36 more) |
| 31 | DISCARD                                       |
| 83 | DISCARD                                       |

- 09 Beanie Baby Stockholders Accounting Club (25 members) (NEED 11 more)
- 09 DISCARD (already assigned)
- 35 DISCARD
- 58 DISCARD
- 49 DISCARD
- 92 DISCARD
- 85 DISCARD
- 17 Select whatever club is number 17. *Pretend for this example they have 10 members. (NEED 1 more)*
- 78 DISCARD
- 00 4-H Fashion Frenzy (8 members) (Now have at least enough for the expected sample.)

You might want to select a couple more groups as back-up. Voila! You have your list. Note that this process assumes you have a complete list of candidate programs/groups or individuals from which to draw. There are other sources for random number tables (e.g. statistics books, the web, a spreadsheet program such as Excel). There are other methods for doing simple random sampling. There are other methods of sample but this one (*on the next page*) is appropriate when "simplicity is the overriding concern" (Henry, 1990).

**TABLE OF RANDOM NUMBERS**

39634 62349 74088 65564 16379 19713 39153 69459 17986 24537  
14595 35050 40469 27478 44526 67331 93365 54526 22356 93208  
30734 71571 83722 79712 25775 65178 07763 82928 31131 30196  
64628 89126 91254 24090 25752 03091 39411 73146 06089 15630  
42831 95113 43511 42082 15140 34733 68076 18292 69486 80468  
80583 70361 41047 26792 78466 03395 17635 09697 82447 31405  
00209 90404 99457 72570 42194 49043 24330 14939 09865 45906  
05409 20830 01911 60767 55248 79253 12317 84120 77772 50103  
95836 22530 91785 80210 34361 52228 33869 94332 83868 61672  
65358 70469 87149 89509 72176 18103 55169 79954 72002 20582  
72249 04037 36192 40221 14918 53437 60571 40995 55006 10694  
41692 40581 93050 48734 34652 41577 04631 49184 39295 81776  
61885 50796 96822 82002 07973 52925 75467 86013 98072 91942  
48917 48129 48624 48248 91465 54898 61220 18721 67387 66575  
88378 84299 12193 03785 49314 39761 99132 28775 45276 91816  
77800 25734 09801 92087 02955 12872 89848 48579 06028 13827  
24028 03405 01178 06316 81916 40170 53665 87202 88638 47121  
86558 84750 43994 01760 96205 27937 45416 71964 52261 30781  
78545 49201 05329 14182 10971 90472 44682 39304 19819 55799  
14969 64623 82780 35686 30941 14622 04126 25498 95452 63937  
58697 31973 06303 94202 62287 56164 79157 98375 24558 99241  
38449 46438 91579 01907 72146 05764 22400 94490 49833 09258  
62134 87244 73348 80114 78490 64735 31010 66975 28652 36166  
72749 13347 65030 26128 49067 27904 49953 74674 94617 13317  
81638 36566 42709 33717 59943 12027 46547 61303 46699 76243  
46574 79670 10342 89543 75030 23428 29541 32501 89422 87474  
11873 57196 32209 67663 07990 12288 59245 83638 23642 61715  
13862 72778 09949 23096 01791 19472 14634 31690 36602 62943  
08312 27886 82321 28666 72998 22514 51054 22940 31842 54245  
11071 44430 94664 91294 35163 05494 32882 23904 41340 61185  
82509 11842 86963 50307 07510 32545 90717 46856 86079 13769  
07426 67341 80314 58910 93948 85738 69444 09370 58194 28207  
57696 25592 91221 95386 15857 84645 89659 80535 93233 82798  
08074 89810 48521 90740 02687 83117 74920 25954 99629 78978  
20128 53721 01518 40699 20849 04710 38989 91322 56057 58573  
00190 27157 83208 79446 92987 61357 38752 55424 94518 45205  
23798 55425 32454 34611 39605 39981 74691 40836 30812 38563  
85306 57995 68222 39055 43890 36956 84861 63624 04961 55439  
99719 36036 74274 53901 34643 06157 89500 57514 93977 42403  
95970 81452 48873 00784 58347 40269 11880 43395 28249 38743  
56651 91460 92462 98566 72062 18556 55052 47614 80044 60015  
71499 80220 35750 67337 47556 55272 55249 79100 34014 17037  
66660 78443 47545 70736 65419 77489 70831 73237 14970 23129  
35483 84563 79956 88618 54619 24853 59783 47537 88822 47227  
09262 25041 57862 19203 86103 02800 23198 70639 43757 52064



## 4-H Youth Survey

These questions will help us learn what kids think about 4-H programs. We need your help because YOU have participated in some kind of 4-H activity or program.

Some of the sentences ask about 4-H. Other questions ask you for information about yourself. Please read each question and think about your answer. In all cases we want your truthful, honest responses.

This is NOT a test. There are no right or wrong answers. We want you to tell what you really feel. Your name will not appear on this survey.

If you don't understand a question, please raise your hand for an adult to help you.

---

Some of the questions will ask you to read a sentence and mark how much you agree or disagree with the sentence.

For example, a sentence could say, "I like to eat pizza." If you like pizza, then you would "Agree" with this sentence. If you REALLY like pizza, you would "Strongly Agree" with this sentence.

|                      | Strongly Disagree        | Disagree                 | Agree                    | Strongly Agree           |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I like to eat pizza. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Another example sentence might be "I do NOT eat ice cream." If you eat ice cream sometimes, you would "Disagree" with this sentence. If you love ice cream and eat it a lot, you would "Strongly Disagree" with this sentence.

|                         | Strongly Disagree        | Disagree                 | Agree                    | Strongly Agree           |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I do NOT eat ice cream. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Again, if you have any questions about anything on this survey, please ask!

| <i>1. Adults in 4-H</i>   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A Adults in 4-H always listen to what I have to say.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B Adults in 4-H expect me to respect the feelings and property of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Adults in 4-H help me to work with others as a team.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D Adults in 4-H expect too much from me.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E Adults in 4-H do NOT see problems from a kid's point of view.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Adults in 4-H make me feel good about myself.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G Adults in 4-H help me feel that I can make a difference.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H Adults in 4-H do NOT include me in big decisions.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I I feel comfortable going to the adults in 4-H for advice.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>2. Feelings about 4-H.</i>   |                          |                          |                          |                          |
| A In 4-H I feel that it's safe to try new things.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B In 4-H I can try new things without worrying about making mistakes      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C In 4-H I often feel embarrassed or put-down.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D I feel good during 4-H activities.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E In 4-H I get to know everyone.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F I feel safe when I do 4-H activities.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G In 4-H we can work out our differences peacefully.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H People in 4-H are rude.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>3. Learning in 4-H.</b>   |                          |                          |                          |                          |
| A In 4-H I've learned how to find information about topics that interest me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B In 4-H I explore my own interests.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H teaches me that I can solve problems on my own.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D I often help others learn in 4-H.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E 4-H rewards me for being successful.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F In 4-H I often try new or different things.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4. Helping Others.</b>  |                          |                          |                          |                          |
| A 4-H teaches me to help other people.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B 4-H shows me ways to help people in my community.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H shows me that volunteering is important.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D 4-H teaches me to be involved in my community.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E In 4-H kids help out in important ways.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F 4-H helps me to be a leader.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>5. Planning and Decision Making in 4-H.</b>                          |                          |                          |                          |                          |
| A 4-H teaches me that I can make my own decisions.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B 4-H teaches me to do things on my own.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H helps me set goals.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D 4-H helps me develop a plan to reach my goals.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E 4-H teaches me to be responsible for my actions.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F 4-H helps me to think through all choices when making a decision.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>6. Belonging in 4-H.</b>   |                          |                          |                          |                          |
| A I feel like I belong in 4-H.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B All kinds of kids are welcome in 4-H.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Both girls and boys can be leaders in 4-H.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D My best friends are in 4-H.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <del>E In 4-H, both boys and girls treat each other with respect.</del> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Boys and girls have equal chances to do everything in 4-H.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G I can count on others in my 4-H group to help me.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H 4-H helps me accept differences in others.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I Other 4-H kids care about me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(You're almost done! Just a few more questions!)



**7. 4-H Programs.**

Look at the list below and mark "Yes" if you've done the program or "No" if you have NOT done the program. (Ask an adult if you are unsure). For the programs which you have done, please mark how much you were involved in the program.

| <b>4-H Program (with examples)</b>   | <b>Have you done this type of program?</b>                    | <b>How involved were you in this program?</b> |                          |                          |
|--|---|---|--------------------------|--------------------------|
|  |   | <i>Not Very Involved</i>                      | <i>Somewhat Involved</i> | <i>Very Involved</i>     |
| <b>A</b> After-school 4-H care program<br><i>(This is a group you meet with after school. You may have recreation activities along with learning things. Not an official part of a club.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B</b> 4-H school enrichment <i>(A person may come into your classroom and do an activity with you one or more times as a special program and your teacher may help lead the activity.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>C</b> 4-H special interest program <i>(Short-term program that focuses on a specific topic or activity. It is open to all interested kids. Some examples might include 4-H bicycle safety training, health &amp; first aid, babysitting.)</i> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>D</b> 4-H club (single project) <i>(You belong to a club where you take only one project. Meets several times a year. Some examples are Livestock Club, Clothing Club, Computer Club.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>E</b> 4-H club (multi-project) <i>(A club where you can choose lots of different projects to take. Meets several times a year. Your club usually meets once a month.)</i>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>F</b> Home school/club <i>(You may have 4-H activities/projects to do while you are being home schooled and sometimes you do them with a group of home schoolers.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>G</b> 4-H workshop <i>(Your county or region may offer you programs or workshops. One example is an Officer's Training Workshop on how to fill out reports and do your job.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>H</b> 4-H conference <i>(When you travel away from home and are with other youth across the region or state or nation. Some examples are called State Congress, Round-up, Citizenship Washington Focus.)</i>                                  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I</b> 4-H overnight camp <i>(You travel away from home and spend the night with other 4-H'ers and teens or parents who are your counselors.)</i>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>J</b> Other 4-H activity/program<br><i>(Please describe: _____)</i>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No ⇨ | <input type="checkbox"/>                      | <input type="checkbox"/> | <input type="checkbox"/> |

**Questions About You.**

This information will help us know about the students who filled out this survey. Please fill in your answer or check the box for your response.

8. How old are you? \_\_\_\_ years old
9. What grade are you in this year? \_\_\_\_ Grade in school
10. What grade were you in when you first started 4H? \_\_\_\_ Grade
11. Are you female or male?  
 Female                       Male
12. Which of the following best describes you?  
 African American  
 Asian American/Pacific Islander  
 Caucasian/White  
 Native American (Tribe: \_\_\_\_\_)  
 Hispanic  
 Other (please specify \_\_\_\_\_)
13. My friends are:  
 Mostly the same ethnic background as me  
 Mostly a different ethnic background than me  
 A mix of ethnic backgrounds
14. Which one of the following best describes your family  
(the people you live with)?  
 I live with my two parents  
 I live with one parent and one stepparent  
 Sometimes I live with my mother and sometimes I live with my father  
 I live with my grandparents  
 I live only with my mother  
 I live only with my father  
 I live with a guardian, relative or person(s) other than my parents or grandparents
15. How long have you been involved in any 4-H activities or programs?  
 Less than 6 months                       6 months – 1 year  
 1-2 years                                       More than 2 years  
 More than 4 years                           More than 6 years

16. Where do you live? Check the box of your response. Ask an adult if you are not sure.

- Rural farm
- Rural non-farm (less than 2,500 people)
- Towns (between 2,500--9,999 people)
- Towns (more than 10,000 but less than 50,000 people)
- City over 50,000

17. How has 4-H changed your life?



## *4-H Adult Survey*

This is a survey that will help us learn about 4-H programs in many states. We need your help because you are involved or have a child who has participated in some kind of 4-H activity or program.

This is NOT a test. Your name will not appear on this survey. We will look at everyone's answers together to help us learn what people think about 4-H.

There are no right or wrong answers. Some of the sentences ask about 4-H. Other questions ask you for information about yourself. Please read each question and think about your answer. In all cases we want your truthful, honest responses. Please answer all questions with YOUR own children (if a parent) or the children YOU work with (if an adult volunteer) in mind.

If you don't understand a question, please ask.

---

*(The following directions are the ones given in the Youth Survey. We wanted you to see the explanation we're providing for them.)*

Some of the questions will ask you to read a sentence and mark how much you agree or disagree with the sentence.

For example, a sentence could say, "I like to eat pizza." If you like pizza, then you would "Agree" with this sentence. If you REALLY like pizza, you would "Strongly Agree" with this sentence.

Another example might be "I never eat ice cream." If you eat ice cream sometimes, you would "Disagree" with this sentence. If you love ice cream and eat it a lot, you would "Strongly Disagree" with this sentence.

Again, if you have any questions about anything on this survey, please ask.

***Completion of this survey means that  
I voluntarily consent to participate in this evaluation project.***

**Read each statement and mark how much you agree or disagree with the sentence.** When the sentence says "4-H" or "4-H activities" think about all the 4-H activities you or your children have done. If you or they have only done one program, base your answers on that. By "children" we mean any young person in 4-H (18 years of age and younger).

These sentences ask you about the adults children have met in 4-H. These adults could be county agents, local extension staff members, volunteers, an adult who visits classrooms doing 4-H school programs, or a volunteer parent who leads a 4-H club meeting.

| <i>I. Adults in 4-H</i>   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A Adults in 4-H always listen to what children have to say.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B Adults in 4-H expect children to respect the feelings and property of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Adults in 4-H help children to work with others as a team.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D Adults in 4-H expect too much from children.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E Adults in 4-H do NOT see problems from a youth's point of view.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Adults in 4-H make children feel good about themselves.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G Adults in 4-H help children feel that they can make a difference.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H Adults in 4-H do NOT include children in big decisions.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I Children feel comfortable going to the adults in 4-H for advice.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <i>2. Feelings about 4-H.</i>   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A In 4-H children feel that it's safe to try new things.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B In 4-H children can try new things without worrying about making mistakes.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C In 4-H children often feel embarrassed or put-down.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D Children feel good during 4-H activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E In 4-H children get to know everyone.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Children feel safe when they do 4-H activities.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G In 4-H children can work out their differences peacefully.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H People in 4-H are rude.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>3. Learning in 4-H.</i>  |                          |                          |                          |                          |
| A In 4-H children have learned how to find information about topics that interest them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B In 4-H children explore their own interests.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H teaches children that they can solve problems on their own.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D Children often teach others in 4-H.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E 4-H rewards children for being successful.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F In 4-H children often try new or different things.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <i>4. Helping Others.</i>   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A 4-H teaches children to help other people.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B 4-H shows children ways to help people in their community.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H shows children that volunteering is important.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D 4-H teaches children to be involved in their community.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E In 4-H youth help out in important ways.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F 4-H helps children to be leaders.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>5. Planning and Decision Making in 4-H.</i>                            |                          |                          |                          |                          |
| A 4-H teaches children that they can make their own decisions.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B 4-H teaches children to do things on their own                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C 4-H helps children set goals.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D 4-H helps children develop a plan to reach their goals.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E 4-H teaches children to be responsible for their actions.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F 4-H helps children to think through all choices when making a decision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | <i>Strongly Disagree</i> | <i>Disagree</i>          | <i>Agree</i>             | <i>Strongly Agree</i>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>6. Belonging in 4-H.</i>                                     |                          |                          |                          |                          |
| A Children feel like they belong in 4-H.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B All kinds of youth are welcome in 4-H.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Both girls and boys can be leaders in 4-H.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D 4-H children's best friends are in 4-H.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E In 4-H, both boys and girls treat each other with respect.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Boys and girls have equal chances to do everything in 4-H.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G Children can count on others in their 4-H group to help them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H 4-H helps children accept differences in others.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I 4-H youth care about each other.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

***Questions About You.***

This information will help us know about the adults who filled out this survey. Please fill in your answer or check the box for your response.

7. How old are you? \_\_\_\_\_ years old

8. How many children do you have in kindergarten through 12th grade?  
\_\_\_\_\_ number of children

*(If you are a 4-H staff member, with how many youth in K-12th grade do you work?)*

9. Are you female or male?

Female                       Male

10. Which of the following best describes you?

- African American
- Asian American/Pacific Islander
- Caucasian/White
- Native American
- Hispanic
- Other (please specify \_\_\_\_\_ )

11. Where do you live? Check the box of your response.

- Rural farm
- Rural non-farm (less than 2,500 people)
- Towns (between 2,500--9,999 people)
- Towns (more than 10,000 but less than 50,000 people)
- City over 50,000

12. What experience do you have with 4-H (*check all that apply and provide estimate of years of involvement*):

| Experience:   |                          | Number of years: |
|---|--------------------------|------------------|
| I am a parent of a child/children who has participated in 4-H for.... | <input type="checkbox"/> | _____            |
| I am an adult volunteer with 4-H                                      | <input type="checkbox"/> | _____            |
| I am a staff member with 4-H responsibilities                         | <input type="checkbox"/> | _____            |
| I was a 4-Her   | <input type="checkbox"/> | _____            |
| Other--Please describe:   | <input type="checkbox"/> | _____            |

13. How has 4-H changed your life?



# APPENDIX

# G

Cronbach's Alpha Reliabilities for Each Section of the Surveys

## *Youth Survey*

| <i>Scale Name</i>                   | <i>Alpha Value</i> |
|-------------------------------------|--------------------|
| Adults in 4-H                       | .77                |
| Feelings about 4-H                  | .79                |
| Learning in 4-H                     | .79                |
| Helping others                      | .88                |
| Planning and decision making in 4-H | .86                |
| Belonging in 4-H                    | .87                |

## *Adult Survey*

| <i>Scale Name</i>                   | <i>Alpha Value</i> |
|-------------------------------------|--------------------|
| Adults in 4-H                       | .79                |
| Feelings about 4-H                  | .82                |
| Learning in 4-H                     | .82                |
| Helping others                      | .90                |
| Planning and decision making in 4-H | .88                |
| Belonging in 4-H                    | .87                |



## APPENDIX

# H

### Frequencies, Means, Standard Deviations for Youth Responses

N= 2469 (All cases of youth responding to survey). Not all youth responded to each question. The percentages reported are for those responding to the item. *Note: Not all percents will add to 100 due to rounding error.*

The directions on the survey were as follows:

*Read each statement and mark how much you agree or disagree with the sentence.*

When the sentence says "4-H" or "4-H activities" think about all the 4-H activities you have done. If you've only done one program, base your answers on that.

These sentences ask you about the adults you have met in 4-H. These adults could be county agents, local extension staff, volunteers, an adult who visits your classroom doing 4-H school programs, or a volunteer parent who leads a 4-H club meeting.

***Youth Survey***

| <b><i>1. Adults in 4-H</i></b>       |   | <b><i>Mean /SD</i></b> | <b><i>Strongly Disagree</i></b> | <b><i>Disagree</i></b> | <b><i>Agree</i></b> | <b><i>Strongly Agree</i></b> |
|--------------------------------------|---|------------------------|---------------------------------|------------------------|---------------------|------------------------------|
| A                                    | Adults in 4-H always listen to what I have to say.                      | 3.13<br>0.69           | 2%                              | 12%                    | 57%                 | 29%                          |
| B                                    | Adults in 4-H expect me to respect the feelings and property of others. | 3.50<br>0.59           | 1%                              | 2%                     | 43%                 | 54%                          |
| C                                    | Adults in 4-H help me to work with others as a team.                    | 3.29<br>0.67           | 2%                              | 7%                     | 52%                 | 39%                          |
| D                                    | Adults in 4-H expect too much from me.                                  | 1.19/0.82              | 32%                             | 50%                    | 12%                 | 6%                           |
| E                                    | Adults in 4-H do NOT see problems from a kid's point of view.           | 2.26<br>0.89           | 21%                             | 42%                    | 28%                 | 9%                           |
| F                                    | Adults in 4-H make me feel good about myself.                           | 3.24<br>0.68           | 2%                              | 7%                     | 55%                 | 35%                          |
| G                                    | Adults in 4-H help me feel that I can make a difference.                | 3.19<br>0.70           | 2%                              | 10%                    | 54%                 | 33%                          |
| H                                    | Adults in 4-H do NOT include me in big decisions.                       | 2.04<br>0.91           | 32%                             | 40%                    | 20%                 | 8%                           |
| I                                    | I feel comfortable going to the adults in 4-H for advice.               | 3.00<br>0.79           | 5%                              | 12%                    | 51%                 | 33%                          |
| <b><i>2. Feelings about 4-H.</i></b> |   |                        |                                 |                        |                     |                              |
| A                                    | In 4-H I feel that it's safe to try new things.                         | 3.33<br>0.62           | 1%                              | 5%                     | 54%                 | 40%                          |
| B                                    | In 4-H I can try new things without worrying about making mistakes      | 2.97<br>0.77           | 4%                              | 19%                    | 53%                 | 24%                          |
| C                                    | In 4-H I often feel embarrassed or put-down.                            | 1.78<br>0.81           | 41%                             | 43%                    | 11%                 | 4%                           |
| D                                    | I feel good during 4-H activities.                                      | 3.34/0.64              | 2%                              | 4%                     | 52%                 | 42%                          |
| E                                    | In 4-H I get to know everyone.  | 3.19/0.73              | 2%                              | 12%                    | 50%                 | 36%                          |
| F                                    | I feel safe when I do 4-H activities.                                   | 3.34/0.63              | 1%                              | 5%                     | 52%                 | 41%                          |
| G                                    | In 4-H we can work out our differences peacefully.                      | 3.11<br>0.70           | 3%                              | 11%                    | 59%                 | 28%                          |
| H                                    | People in 4-H are rude.   | 1.62/0.81              | 54%                             | 34%                    | 8%                  | 4%                           |

| <b>3. Learning in 4-H.</b>                     |  | <i>Mean /SD</i> | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|--|--|-----------------|--------------------------|-----------------|--------------|-----------------------|
| A  | In 4-H I've learned how to find information about topics that interest me. | 3.07<br>0.74    | 4%                       | 12%             | 57%          | 27%                   |
| B  | In 4-H I explore my own interests.   | 3.08/0.73       | 4%                       | 11%             | 57%          | 27%                   |
| C  | 4-H teaches me that I can solve problems on my own.                        | 3.03<br>0.73    | 4%                       | 13%             | 58%          | 25%                   |
| D  | I often help others learn in 4-H.  | 2.95/0.78       | 5%                       | 18%             | 54%          | 23%                   |
| E  | 4-H rewards me for being successful.                                       | 3.19/0.74       | 3%                       | 10%             | 52%          | 36%                   |
| F  | In 4-H I often try new or different things.                                | 3.22/0.72       | 3%                       | 10%             | 51%          | 37%                   |
| <b>4. Helping Others.</b>                      |  |                 |                          |                 |              |                       |
| A  | 4-H teaches me to help other people.                                       | 3.20/0.68       | 3%                       | 7%              | 57%          | 33%                   |
| B  | 4-H shows me ways to help people in my community.                          | 3.17<br>0.70    | 2%                       | 11%             | 55%          | 32%                   |
| C  | 4-H shows me that volunteering is important.                               | 3.24<br>0.70    | 2%                       | 9%              | 52%          | 37%                   |
| D  | 4-H teaches me to be involved in my community.                             | 3.20<br>0.73    | 3%                       | 9%              | 52%          | 36%                   |
| E  | In 4-H kids help out in important ways.                                    | 3.21/0.70       | 3%                       | 9%              | 54%          | 35%                   |
| F  | 4-H helps me to be a leader.   | 3.13/0.80       | 5%                       | 12%             | 48%          | 35%                   |
| <b>5. Planning and Decision Making in 4-H.</b> |  |                 |                          |                 |              |                       |
| A  | 4-H teaches me that I can make my own decisions.                           | 3.15<br>0.73    | 4%                       | 9%              | 55%          | 32%                   |
| B  | 4-H teaches me to do things on my own.                                     | 3.11/0.74       | 3%                       | 12%             | 54%          | 30%                   |
| C  | 4-H helps me set goals.  | 3.23/0.73       | 3%                       | 9%              | 50%          | 31%                   |
| D  | 4-H helps me develop a plan to reach my goals.                             | 3.14/0.76       | 4%                       | 12%             | 53%          | 33%                   |

|                             |   | <i>Mean<br/>/SD</i> | <i>Strongly<br/>Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly<br/>Agree</i> |
|-----------------------------|---|---------------------|------------------------------|-----------------|--------------|---------------------------|
| E                           | 4-H teaches me to be responsible for my actions.                  | 3.23<br>0.69        | 2%                           | 8%              | 54%          | 36%                       |
| F                           | 4-H helps me to think through all choices when making a decision. | 3.14<br>0.73        | 3%                           | 11%             | 54%          | 31%                       |
| <b>6. Belonging in 4-H.</b> |   |                     |                              |                 |              |                           |
| A                           | I feel like I belong in 4-H.                                      | 3.26/0.76           | 2%                           | 8%              | 47%          | 42%                       |
| B                           | All kinds of kids are welcome in 4-H.                             | 3.53/0.60           | 1%                           | 2%              | 40%          | 57%                       |
| C                           | Both girls and boys can be leaders in 4-H.                        | 3.53/0.61           | 1%                           | 2%              | 38%          | 56%                       |
| D                           | My best friends are in 4-H.                                       | 2.85/0.96           | 11%                          | 22%             | 38%          | 29%                       |
| E                           | In 4-H, both boys and girls treat each other with respect.        | 3.15<br>0.79        | 5%                           | 10%             | 49%          | 35%                       |
| F                           | Boys and girls have equal chances to do everything in 4-H.        | 3.36<br>0.70        | 2%                           | 6%              | 45%          | 47%                       |
| G                           | I can count on others in my 4-H group to help me.                 | 3.19<br>0.74        | 3%                           | 9%              | 52%          | 36%                       |
| H                           | 4-H helps me accept differences in others.                        | 3.20/0.69           | 3%                           | 8%              | 57%          | 33%                       |
| I                           | Other 4-H kids care about me.                                     | 3.08/0.78           | 6%                           | 10%             | 55%          | 30%                       |

**7. 4-H Programs.**

Look at the list below and mark "Yes" if you've done the program or "No" if you have NOT done the program. (Ask an adult if you are unsure). For the programs which you have done, please mark how much you were involved in the program

| 4-H Program (with examples)   | Have you done this type of program? | How involved were you in this program? |                   |               |
|---|-------------------------------------|--|-------------------|---------------|
|   |                                     | Not Very Involved                      | Somewhat Involved | Very Involved |
| <b>A</b> After-school 4-H care program<br>(This is a group you meet with after school. You may have recreation activities along with learning things. Not an official part of a club.)  | 72% Yes<br>28% No<br>n=2102         | 32%                                    | 33%               | 35%<br>n=816  |
| <b>B</b> 4-H school enrichment (A person may come into your classroom and do an activity with you one or more times as a special program and your teacher may help lead the activity.)  | 59% Yes<br>41% No<br>n=2234         | 21%                                    | 37%               | 42%<br>n=1113 |
| <b>C</b> 4-H special interest program (Short-term program that focuses on a specific topic or activity. It is open to all interested kids. Some examples might include 4-H bicycle safety training, health & first aid, babysitting.) | 60% Yes<br>40% No<br>n=2093         | 22%                                    | 39%               | 38%<br>n=1030 |
| <b>D</b> 4-H club (single project) (You belong to a club where you take only one project. Meets several times a year. Some examples are Livestock Club, Clothing Club, Computer Club.)  | 67% Yes<br>33% No<br>n=2028         | 26%                                    | 26%               | 48%<br>n=874  |
| <b>E</b> 4-H club (multi-project) (A club where you can choose lots of different projects to take. Meets several times a year. Your club usually meets once a month.)   | 41% Yes<br>59% No<br>n=2072         | 15%                                    | 28%               | 57%<br>n=1347 |
| <b>F</b> Home school/club (You may have 4-H activities/projects to do while you are being home schooled and sometimes you do them with a group of home schoolers.)  | 89% Yes<br>12% No<br>n=2027         | 53%                                    | 26%               | 21%<br>n=495  |
| <b>G</b> 4-H workshop (Your county or region may offer you programs or workshops. One example is an Officer's Training Workshop on how to fill out reports and do your job.)  | 60% Yes<br>41% No<br>n=2038         | 28%                                    | 40%               | 32%<br>n=1013 |
| <b>H</b> 4-H conference (When you travel away from home and are with other youth across the region or state or nation. Some examples are called State Congress, Round-up, Citizenship Washington Focus.)                              | 80% Yes<br>20% No<br>n=2034         | 39%                                    | 30%               | 30%<br>n=663  |
| <b>I</b> 4-H overnight camp (You travel away from home and spend the night with other 4-H'ers and teens or parents who are your counselors.)  | 53% Yes<br>30% No<br>n=2031         | 26%                                    | 26%               | 48%<br>n=940  |
| <b>J</b> Other 4-H activity/program<br>(Please describe: _____)   | 42% Yes<br>18% No<br>n=1487         | 23%                                    | 21%               | 56%<br>n=575  |

**Questions About You.**

This information will help us know about the students who filled out this survey. Please fill in your answer or check the box for your response.

8. How old are you?                      years old  
Mean = 11.82 years  
sd = 2.34
9. What grade are you in this year?                      Grade in school  
Mean = 6.42 grade level  
sd = 2.23
10. What grade were you in when you first started 4H?                      Grade  
Mean = 3.29  
sd = 1.71
11. Are you female or male?  
59% Female    41% Male
12. Which of the following best describes you?  
8% African American  
2% Asian American/Pacific Islander  
78% Caucasian/White  
5% Native American (Tribe: \_\_\_\_\_)  
3% Hispanic  
5% Other (please specify \_\_\_\_\_)
13. My friends are:  
58% Mostly the same ethnic background as me  
7% Mostly a different ethnic background than me  
35% A mix of ethnic backgrounds
14. Which one of the following best describes your family  
(the people you live with)?  
  
74% I live with my two parents  
8% I live with one parent and one stepparent  
6% Sometimes I live with my mother and sometimes I live with my  
father  
2% I live with my grandparents  
8% I live only with my mother  
2% I live only with my father  
2% I live with a guardian, relative or person(s) other than my  
parents or grandparents

15. How long have you been involved in any 4-H activities or programs?

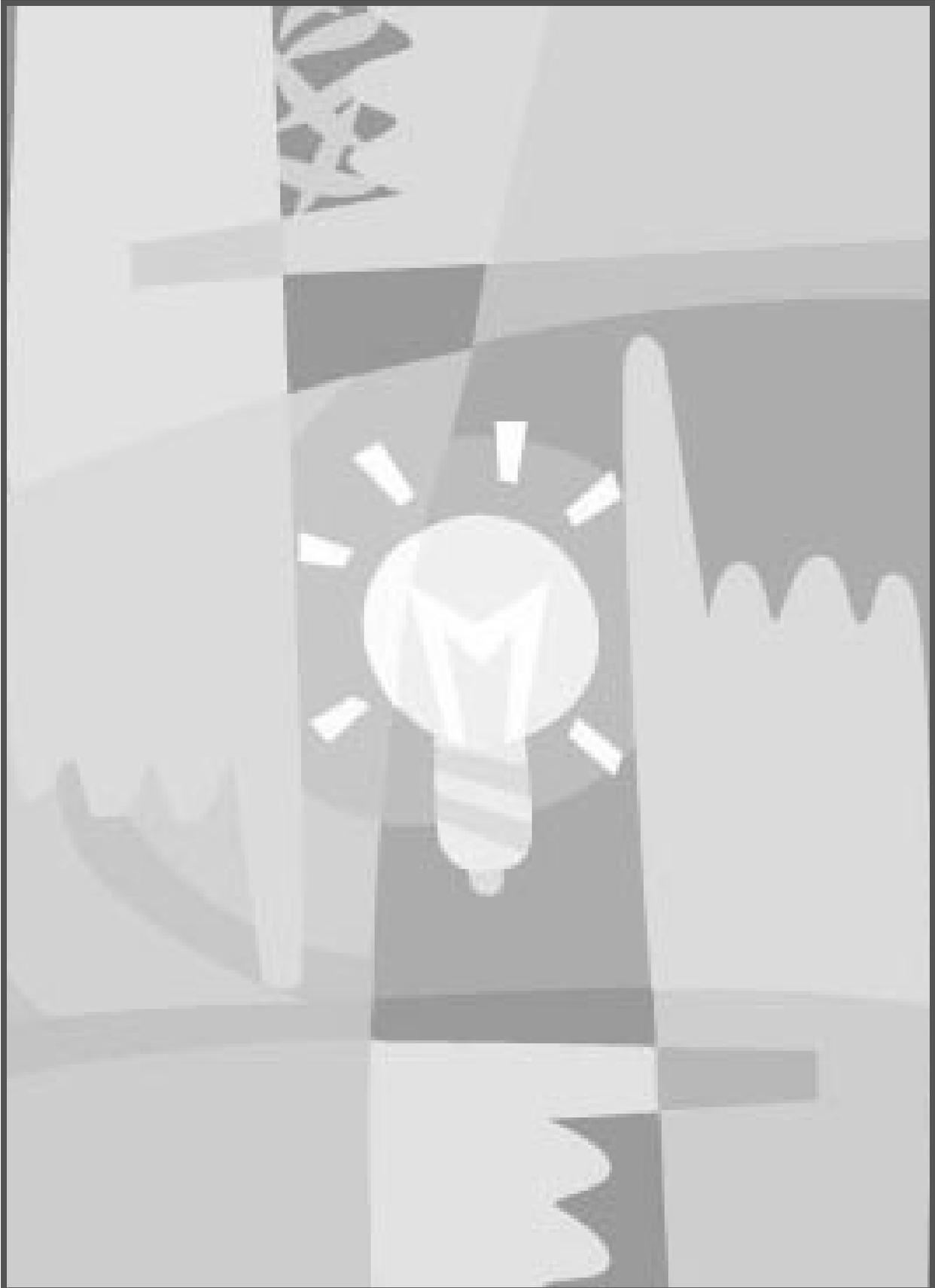
- |     |                    |     |                   |
|-----|--------------------|-----|-------------------|
| 25% | Less than 6 months | 10% | 6 months – 1 year |
| 18% | 1-2 years          | 20% | More than 2 years |
| 16% | More than 4 years  | 12% | More than 6 years |

16. Where do you live? Check the box of your response. Ask an adult if you are not sure.

- 31% Rural farm
- 25% Rural non-farm (less than 2,500 people)
- 19% Towns (between 2,500--9,999 people)
- 15% Towns (more than 10,000 but less than 50,000 people)
- 11% City over 50,000

17. How has 4-H changed your life?

*See summary of open-ended comments on pages 24-31.*



# APPENDIX

# I

## Frequencies, Means, Standard Deviations for Adult Responses

N=471 (All cases of youth responding to survey). Not all adults responded to each question. The percentages reported are for those responding to the item.

*Note: Not all percents will add to 100 due to rounding error.*

Read each statement and mark how much you agree or disagree with the sentence. When the sentence says "4-H" or "4-H activities" think about all the 4-H activities you or your children have done. If you or they have only done one program, base your answers on that. By "children" we mean any young person in 4-H (18 years of age and younger).

These sentences ask you about the adults children have met in 4-H. These adults could be county agents, local extension staff members, volunteers, an adult who visits classrooms doing 4-H school programs, or a volunteer parent who leads a 4-H club meeting.

**Adult Survey**

| <b><i>I. Adults in 4-H</i></b>       |   | <b><i>Mean /SD</i></b> | <b><i>Strongly Disagree</i></b> | <b><i>Disagree</i></b> | <b><i>Agree</i></b> | <b><i>Strongly Agree</i></b> |
|--------------------------------------|---|------------------------|---------------------------------|------------------------|---------------------|------------------------------|
| A                                    | Adults in 4-H always listen to what children have to say.                     | 3.03<br>0.59           | <1%                             | 15%                    | 66%                 | 20%                          |
| B                                    | Adults in 4-H expect children to respect the feelings and property of others. | 3.53<br>0.52           | <1%                             | <1%                    | 46%                 | 54%                          |
| C                                    | Adults in 4-H help children to work with others as a team.                    | 3.36<br>0.53           | 0%                              | 3%                     | 59%                 | 39%                          |
| D                                    | Adults in 4-H expect too much from children.                                  | 1.90<br>0.68           | 26%                             | 60%                    | 11%                 | 2%                           |
| E                                    | Adults in 4-H do NOT see problems from a youth's point of view.               | 1.94<br>0.65           | 23%                             | 62%                    | 14%                 | 2%                           |
| F                                    | Adults in 4-H make children feel good about themselves.                       | 3.27<br>0.52           | <1%                             | 2%                     | 68%                 | 30%                          |
| G                                    | Adults in 4-H help children feel that they can make a difference.             | 3.33<br>0.51           | <1%                             | 2%                     | 64%                 | 35%                          |
| H                                    | Adults in 4-H do NOT include children in big decisions.                       | 2.00<br>0.70           | 22%                             | 58%                    | 17%                 | 3%                           |
| I                                    | Children feel comfortable going to the adults in 4-H for advice.              | 3.11<br>0.50           | <1%                             | 6%                     | 75%                 | 18%                          |
| <b><i>2. Feelings about 4-H.</i></b> |   |                        |                                 |                        |                     |                              |
| A                                    | In 4-H children feel that it's safe to try new things.                        | 3.21<br>0.47           | <1%                             | 2%                     | 74%                 | 24%                          |
| B                                    | In 4-H children can try new things without worrying about making mistakes.    | 3.14<br>0.59           | 1%                              | 8%                     | 66%                 | 24%                          |
| C                                    | In 4-H children often feel embarrassed or put-down.                           | 1.77<br>0.62           | 32%                             | 60%                    | 7%                  | 1%                           |
| D                                    | Children feel good during 4-H activities.                                     | 3.32/0.50              | 0%                              | 2%                     | 65%                 | 34%                          |
| E                                    | In 4-H children get to know everyone.   | 3.09/0.61              | 1%                              | 11%                    | 65%                 | 22%                          |
| F                                    | Children feel safe when they do 4-H activities.                               | 3.30<br>0.49           | 0%                              | 2%                     | 67%                 | 32%                          |

|   | <i>Mean /SD</i> | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|---|-----------------|--------------------------|-----------------|--------------|-----------------------|
| G In 4-H children can work out their differences peacefully.                            | 3.13<br>0.46    | 0%                       | 5%              | 77%          | 18%                   |
| H People in 4-H are rude.   | 1.49/0.61       | 56%                      | 40%             | 3%           | 1%                    |
| <b>3. Learning in 4-H.</b>  |                 |                          |                 |              |                       |
| A In 4-H children have learned how to find information about topics that interest them. | 3.13<br>0.53    | 1%                       | 6%              | 73%          | 20%                   |
| B In 4-H children explore their own interests.  | 3.25<br>0.51    | <1%                      | 3%              | 69%          | 29%                   |
| C 4-H teaches children that they can solve problems on their own.                       | 3.19<br>0.52    | 0%                       | 6%              | 69%          | 25%                   |
| D Children often teach others in 4-H.   | 3.38/0.52       | 0%                       | 2%              | 59%          | 39%                   |
| E 4-H rewards children for being successful.  | 3.46/0.53       | 0%                       | 2%              | 51%          | 48%                   |
| F In 4-H children often try new or different things.                                    | 3.33<br>0.54    | <1%                      | 2%              | 61%          | 36%                   |
| <b>4. Helping Others.</b>   |                 |                          |                 |              |                       |
| A 4-H teaches children to help other people.  | 3.34/0.51       | 0%                       | 2%              | 63%          | 35%                   |
| B 4-H shows children ways to help people in their community.                            | 3.40<br>0.53    | 0%                       | 2%              | 56%          | 42%                   |
| C 4-H shows children that volunteering is important.                                    | 3.44<br>0.54    | 0%                       | 2%              | 51%          | 46%                   |
| D 4-H teaches children to be involved in their community.                               | 3.48<br>0.54    | 0%                       | 2%              | 48%          | 50%                   |
| E In 4-H youth help out in important ways.  | 3.39/0.53       | <1%                      | 2%              | 57%          | 41%                   |
| F 4-H helps children to be leaders.   | 3.56/0.51       | 6%                       | 1%              | 42%          | 57%                   |

| <b>5. Planning and Decision Making in 4-H.</b> |   | <i>Mean /SD</i> | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
|--|---|-----------------|--------------------------|-----------------|--------------|-----------------------|
| A  | 4-H teaches children that they can make their own decisions.            | 3.24<br>0.49    | 0%                       | 3%              | 70%          | 27%                   |
| B  | 4-H teaches children to do things on their own                          | 3.25<br>0.51    | 0%                       | 4%              | 68%          | 29%                   |
| C  | 4-H helps children set goals.   | 3.43/0.52       | <1%                      | 1%              | 54%          | 44%                   |
| D  | 4-H helps children develop a plan to reach their goals.                 | 3.33<br>0.57    | <1%                      | 4%              | 57%          | 38%                   |
| E  | 4-H teaches children to be responsible for their actions.               | 3.36<br>0.52    | 0%                       | 2%              | 60%          | 38%                   |
| F  | 4-H helps children to think through all choices when making a decision. | 3.22<br>0.55    | 0%                       | 7%              | 65%          | 29%                   |
| <b>6. Belonging in 4-H.</b>                    |   |                 |                          |                 |              |                       |
| A  | Children feel like they belong in 4-H.                                  | 3.29/0.52       | 0%                       | 3%              | 65%          | 32%                   |
| B  | All kinds of youth are welcome in 4-H.                                  | 3.48/0.55       | 0%                       | 2%              | 47%          | 50%                   |
| C  | Both girls and boys can be leaders in 4-H.                              | 3.58/0.50       | 0%                       | <1%             | 41%          | 58%                   |
| D  | 4-H children's best friends are in 4-H.                                 | 2.91/0.73       | 2%                       | 25%             | 52%          | 20%                   |
| E  | In 4-H, both boys and girls treat each other with respect.              | 3.21<br>0.52    | 0%                       | 5%              | 69%          | 26%                   |
| F  | Boys and girls have equal chances to do everything in 4-H.              | 3.42<br>0.56    | <1%                      | 2%              | 53%          | 45%                   |
| G  | Children can count on others in their 4-H group to help them.           | 3.33<br>0.53    | 0%                       | 3%              | 61%          | 36%                   |
| H  | 4-H helps children accept differences in others.                        | 3.27<br>0.53    | <1%                      | 3%              | 66%          | 31%                   |
| I  | 4-H youth care about each other.  | 3.30/0.50       | 0%                       | 2%              | 66%          | 32%                   |

***Thank You VERY Much for Answering These Questions!!!***

**Questions About You.**

This information will help us know about the adults who filled out this survey. Please fill in your answer or check the box for your response.

7. How old are you? \_\_\_\_\_ years old

Mean = 40

sd = 9.89

Range = 18-84

8. How many children do you have in kindergarten through 12th grade?

\_\_\_\_\_ number of children

*(If you are a 4-H staff member, with how many youth in K-12th grade do you work?)*

Median response was between 1-2 children

Range was 0-991

9. Are you female or male?

80% Female                      20% Male

10. Which of the following best describes you?

3% African American

<1% Asian American/Pacific Islander

90% Caucasian/White

4% Native American

2% Hispanic

<1% Other (please specify \_\_\_\_\_ )

11. Where do you live? Check the box of your response.

39% Rural farm

20% Rural non-farm (less than 2,500 people)

23% Towns (between 2,500–9,999 people)

8% Towns (more than 10,000 but less than 50,000 people)

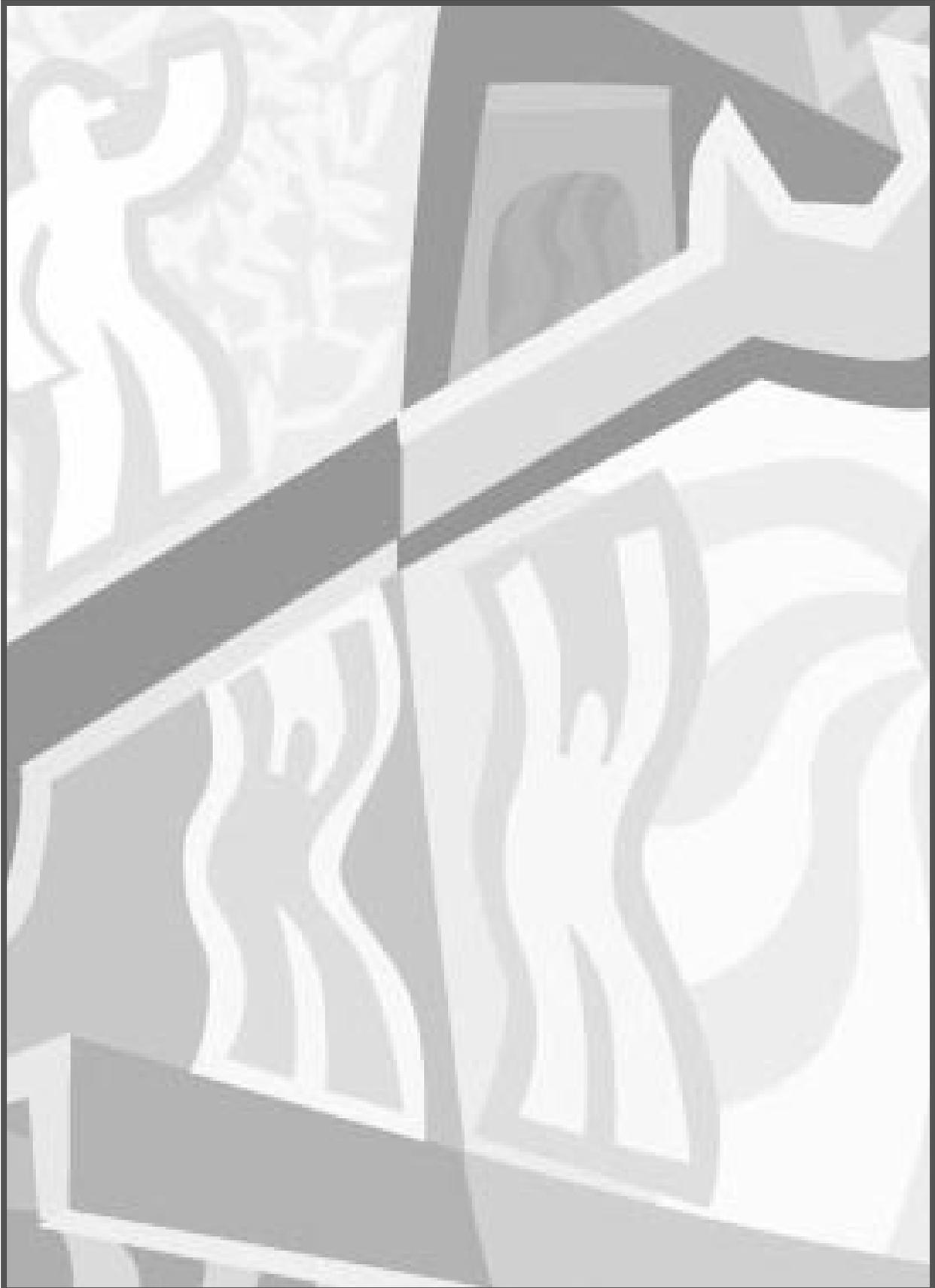
10% City over 50,000

12. What experience do you have with 4-H (*check all that apply and provide estimate of years of involvement*):

| Experience:   | % YES | Number of years:                                    |
|---|-------|---|
| I am a parent of a child/children who has participated in 4-H for.... | 84%   | Mean = 5.28 years<br>(sd=5.42)<br>Median 3-4 years  |
| I am an adult volunteer with 4-H                                      | 56%   | Mean = 4.14 years<br>(sd=56.44)<br>Median 1-2 years |
| I am a staff member with 4-H responsibilities                         | 13%   | Mean = 1.31 years<br>(sd=4.72)<br>Median 3-4 years  |
| I was a 4-Her   | 46%   | Mean = 3.4 years<br>(sd=4.2)<br>Median 0-1 years    |
| Other-Please describe:  | 12%   |   |

13. How has 4-H changed your life?

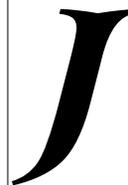
*See summary of open-ended comments on pages 24-31.*



***Table 1. Multiple Classification Analysis of Selected Background Characteristics and Attitudes Toward the 4-H Program by Participants.***

| <i>Background Variables</i>   | <i>Adults in 4-H</i> |             | <i>Feelings about 4-H</i> |             |
|-------------------------------|----------------------|-------------|---------------------------|-------------|
|                               | <i>Mean</i>          | <i>Beta</i> | <i>Mean</i>               | <i>Beta</i> |
| <u>Program Type</u>           |                      | .07*        |                           | .06         |
| Club                          | 28.3                 |             | 26.0                      |             |
| Special Interest              | 28.6                 |             | 26.1                      |             |
| After School Program          | 27.8                 |             | 25.4                      |             |
| School Enrichment             | 28.3                 |             | 26.0                      |             |
| <u>Gender</u>                 |                      | .08**       |                           | .10**       |
| Female                        | 28.5                 |             | 26.2                      |             |
| Male                          | 27.9                 |             | 25.4                      |             |
| <u>Age of Respondent</u>      |                      | .10**       |                           | .12**       |
| 9 or fewer years              | 28.5                 |             | 26.1                      |             |
| 10 — 12 years                 | 28.5                 |             | 26.2                      |             |
| 13 — 14 years                 | 27.5                 |             | 25.1                      |             |
| 15 or more years              | 28.0                 |             | 25.9                      |             |
| <u>Race/Ethnic Background</u> |                      | .08**       |                           | .03         |
| Caucasian                     | 28.4                 |             | 26.0                      |             |
| Non-caucasian                 | 27.7                 |             | 25.6                      |             |
| <u>Years in 4-H</u>           |                      | .05         |                           | .01         |
| Less than 1                   | 28.4                 |             | 25.9                      |             |
| 1—2                           | 28.4                 |             | 25.8                      |             |
| 3—4                           | 28.4                 |             | 25.9                      |             |
| 5 or more                     | 28.0                 |             | 25.9                      |             |
| <u>Residence</u>              |                      | .06         |                           | .04         |
| Rural Farm/Nonfarm            | 28.4                 |             | 26.0                      |             |
| Towns 50,000 or less          | 28.2                 |             | 25.8                      |             |
| Towns greater than 50,000     | 27.7                 |             | 25.5                      |             |
| <u>Region</u>                 |                      | .17**       |                           | .16**       |
| Eastern                       | 29.2                 |             | 26.9                      |             |
| Central                       | 27.7                 |             | 25.4                      |             |
| Southern                      | 27.9                 |             | 25.5                      |             |
| Western                       | 29.4                 |             | 26.7                      |             |
| <b><math>R^2 =</math></b>     |                      | <b>.05</b>  |                           | <b>.06</b>  |

# APPENDIX



| <i>Learning in 4-H</i> |             | <i>Helping Others</i> |             | <i>Planning and Decision Making in 4-H</i> |             | <i>Belonging in 4-H</i> |             |
|------------------------|-------------|-----------------------|-------------|--|-------------|-------------------------|-------------|
| <i>Mean</i>            | <i>Beta</i> | <i>Mean</i>           | <i>Beta</i> | <i>Mean</i>                                | <i>Beta</i> | <i>Mean</i>             | <i>Beta</i> |
|                        | .07*        |                       | .15**       |  | .06         |                         | .08*        |
| 18.7                   |             | 19.5                  |             | 19.1                                       |             | 29.5                    |             |
| 18.7                   |             | 19.6                  |             | 19.2                                       |             | 29.5                    |             |
| 18.1                   |             | 18.2                  |             | 18.6                                       |             | 28.5                    |             |
| 18.7                   |             | 19.2                  |             | 19.0                                       |             | 29.1                    |             |
|                        | .09**       |                       | .11**       |  | .09**       |                         | .10**       |
| 18.8                   |             | 19.5                  |             | 19.3                                       |             | 29.6                    |             |
| 18.3                   |             | 18.8                  |             | 18.7                                       |             | 28.7                    |             |
|                        | .12**       |                       | .11**       |  | .10**       |                         | .11**       |
| 18.8                   |             | 19.5                  |             | 19.4                                       |             | 30.0                    |             |
| 18.8                   |             | 19.4                  |             | 19.2                                       |             | 29.5                    |             |
| 17.9                   |             | 18.5                  |             | 18.4                                       |             | 28.4                    |             |
| 18.9                   |             | 19.4                  |             | 18.8                                       |             | 29.0                    |             |
|                        | .02         |                       | .05*        |  | .00         |                         | .01         |
| 18.6                   |             | 19.3                  |             | 19.0                                       |             | 29.3                    |             |
| 18.5                   |             | 18.9                  |             | 19.0                                       |             | 29.1                    |             |
|                        | .10**       |                       | .09**       |  | .04         |                         | .07         |
| 18.2                   |             | 18.9                  |             | 18.9                                       |             | 28.8                    |             |
| 18.6                   |             | 19.0                  |             | 19.0                                       |             | 29.4                    |             |
| 18.7                   |             | 19.4                  |             | 18.9                                       |             | 29.4                    |             |
| 19.0                   |             | 19.6                  |             | 19.2                                       |             | 29.6                    |             |
|                        | .05         |                       | .04         |  | .04         |                         | .06*        |
| 18.6                   |             | 19.3                  |             | 19.1                                       |             | 29.5                    |             |
| 18.4                   |             | 19.1                  |             | 18.8                                       |             | 29.0                    |             |
| 18.9                   |             | 19.1                  |             | 19.0                                       |             | 28.9                    |             |
|                        | .07*        |                       | .08**       |  | .07*        |                         | .11**       |
| 19.0                   |             | 19.3                  |             | 19.1                                       |             | 30.1                    |             |
| 18.1                   |             | 18.8                  |             | 18.8                                       |             | 28.8                    |             |
| 18.5                   |             | 19.3                  |             | 19.0                                       |             | 29.0                    |             |
| 18.9                   |             | 19.7                  |             | 19.5                                       |             | 30.0                    |             |
|                        | <b>.04</b>  |                       | <b>.07</b>  |  | <b>.03</b>  |                         | <b>.04</b>  |

\*  $P < .05$   
\*\*  $P < .01$

**Table 2. Multiple Classification Analysis of Selected Background Characteristics and Attitudes Toward the 4-H Program by Adults.**

| <i>Background Variables</i>   | <i>Adults in 4-H</i> |             | <i>Feelings about 4-H</i> |             |
|-------------------------------|----------------------|-------------|---------------------------|-------------|
|                               | <i>Mean</i>          | <i>Beta</i> | <i>Mean</i>               | <i>Beta</i> |
| <u>Program Type</u>           |                      | .21**       |                           | .16**       |
| Club                          | 28.9                 |             | 26.0                      |             |
| Special Interest              | 28.3                 |             | 25.6                      |             |
| After School Program          | 28.6                 |             | 25.6                      |             |
| School Enrichment             | 0.5                  |             | 27.0                      |             |
| <u>Gender</u>                 |                      | .04         |                           | .04         |
| Female                        | 28.9                 |             | 25.9                      |             |
| Male                          | 28.6                 |             | 26.2                      |             |
| <u>Age of Respondent</u>      |                      | .11         |                           | .18**       |
| 30 or fewer years             | 29.3                 |             | 26.9                      |             |
| 31 — 35 years                 | 28.3                 |             | 25.4                      |             |
| 36 — 40 years                 | 28.7                 |             | 25.4                      |             |
| 41 — 45                       | 29.3                 |             | 26.3                      |             |
| 46 or more years              | 28.7                 |             | 25.9                      |             |
| <u>Race/Ethnic Background</u> |                      | .02         |                           | .02         |
| Caucasian                     | 28.8                 |             | 25.9                      |             |
| Non-caucasian                 | 29.0                 |             | 26.1                      |             |
| <u>Years in 4-H</u>           |                      | .11         |                           | .14*        |
| Less than 2                   | 28.7                 |             | 25.4                      |             |
| 2—3                           | 28.9                 |             | 25.8                      |             |
| 4—10                          | 29.4                 |             | 26.5                      |             |
| 11 or more                    | 28.6                 |             | 25.8                      |             |
| <u>Residence</u>              |                      | .07         |                           | .04         |
| Rural Farm/Nonfarm            | 28.7                 |             | 26.0                      |             |
| Towns, 50,000 or less         | 28.9                 |             | 25.8                      |             |
| Towns greater than 50,000     | 29.4                 |             | 25.9                      |             |
| <u>Region</u>                 |                      | .23**       |                           | .21**       |
| Eastern                       | 29.2                 |             | 26.4                      |             |
| Central                       | 28.0                 |             | 25.2                      |             |
| Southern                      | 29.5                 |             | 26.5                      |             |
| Western                       | 28.5                 |             | 25.7                      |             |
| <b>R2 =</b>                   |                      | <b>.11</b>  |                           | <b>.09</b>  |

# APPENDIX

# K

| <i>Learning in 4-H</i> |             | <i>Helping Others</i> |             | <i>Planning and Decision Making in 4-H</i> |             | <i>Belonging in 4-H</i> |             |
|------------------------|-------------|-----------------------|-------------|--|-------------|-------------------------|-------------|
| <i>Mean</i>            | <i>Beta</i> | <i>Mean</i>           | <i>Beta</i> | <i>Mean</i>                                | <i>Beta</i> | <i>Mean</i>             | <i>Beta</i> |
|                        | .15*        |                       | .07         |  | .17*        |                         | .07         |
| 19.7                   |             | 20.7                  |             | 19.6                                       |             | 29.6                    |             |
| 19.4                   |             | 20.5                  |             | 19.5                                       |             | 29.6                    |             |
| 20.0                   |             | 20.5                  |             | 20.4                                       |             | 29.8                    |             |
| 20.5                   |             | 22.1                  |             | 20.5                                       |             | 30.4                    |             |
|                        | .04         |                       | .01         |  | .04         |                         | .01         |
| 19.8                   |             | 20.6                  |             | 19.8                                       |             | 29.8                    |             |
| 19.6                   |             | 20.7                  |             | 20.0                                       |             | 29.9                    |             |
|                        | .24**       |                       | .18*        |  | .12         |                         | .23**       |
| 20.5                   |             | 21.1                  |             | 20.3                                       |             | 31.1                    |             |
| 19.3                   |             | 19.7                  |             | 19.4                                       |             | 28.9                    |             |
| 19.2                   |             | 20.3                  |             | 19.5                                       |             | 29.1                    |             |
| 20.5                   |             | 21.0                  |             | 20.1                                       |             | 30.6                    |             |
| 19.7                   |             | 20.8                  |             | 20.0                                       |             | 29.6                    |             |
|                        | .06         |                       | .05         |  | .02         |                         | .03         |
| 19.7                   |             | 19.9                  |             | 19.9                                       |             | 29.8                    |             |
| 20.2                   |             | 19.7                  |             | 19.7                                       |             | 29.5                    |             |
|                        | .18*        |                       | .16         |  | .09         |                         | .18*        |
| 19.0                   |             | 19.9                  |             | 19.5                                       |             | 28.7                    |             |
| 19.4                   |             | 20.2                  |             | 19.7                                       |             | 28.9                    |             |
| 20.1                   |             | 20.7                  |             | 19.8                                       |             | 30.4                    |             |
| 20.0                   |             | 21.0                  |             | 20.1                                       |             | 30.1                    |             |
|                        | .01         |                       | .02         |  | .09         |                         | .09         |
| 19.8                   |             | 20.6                  |             | 19.7                                       |             | 29.8                    |             |
| 19.8                   |             | 20.6                  |             | 20.1                                       |             | 30.0                    |             |
| 19.8                   |             | 20.5                  |             | 20.0                                       |             | 28.9                    |             |
|                        | .09         |                       | .15         |  | .13         |                         | .18*        |
| 19.8                   |             | 20.4                  |             | 19.9                                       |             | 30.1                    |             |
| 19.7                   |             | 20.3                  |             | 19.5                                       |             | 29.0                    |             |
| 20.0                   |             | 21.1                  |             | 20.2                                       |             | 30.4                    |             |
| 19.3                   |             | 20.3                  |             | 19.5                                       |             | 29.8                    |             |
|                        | <b>.10</b>  |                       | <b>.07</b>  |  | <b>.08</b>  |                         | <b>.10</b>  |

\*  $P < .05$

\*\*  $P < .01$



## References

(See also the work group reports on *Critical Elements, Outcomes and Methods for specific references used there.*)

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