



4-H Program Evaluation

Guidance & DM Tips

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January 14, 2022

Guidance

“4-H Common Measures” (6+ hours) is...

- A set of several surveys (paper and Qualtrics versions), and contain demographic questions,
- Used for 4-H program evaluation,
- Focused on several key positive youth development elements and content areas,
- For youth in grades 4-12,
- For programs that have a minimum of 6 hours of instruction, and
- A set of consistent data, when combined across counties/areas/districts, provide statewide results.

“4-H Program Evaluation” (<6 hours) is...

- A single survey (paper and Qualtrics versions), but do NOT contain demographic questions,
- Used for 4-H program evaluation,
- Appropriate for any topic/content,
- For youth in grades 4-12, and
- For programs that have less than 6 hours of instruction,

Preparation (One Month Before Program)

1. For programs with:
 - a. a minimum of 6 hours of instruction, include a “4-H Common Measures” (6+ hours) survey.
 - b. less than 6 hours of instruction, *if you choose to evaluate*, you may use the “4-H Program Evaluation” (<6 hours) survey.
2. **Do not use any of these surveys for youth younger than fourth grade.**
 - a. If you have a program where MOST are younger than fourth grade, do NOT use a survey.
 - b. If you have a program where MOST are in fourth grade or higher, and just a few are younger, you may consider using a survey.
 - i. When you have older (4th grade and up) and younger (3rd grade or younger) youth together, you must offer an alternative, reflective activity for the younger children to do while older youth complete the survey.
 - ii. Examples of alternative, relective activities may include, but are not limited, to:
 1. Provide paper for children to create a bumper sticker to collect what they learned.
 2. Ask children to draw a picture of new things they learned, or what they liked best about the 4-H program.
 3. Have students share what they have learned on a card/sticky note and post it.
 4. Now What? – have youth write/draw what they will do now with the new information they learned.
 5. I liked – have students write/draw what they liked about this program.
 6. I wish – have youth write/draw what they wish to do with what they learned today.
 7. Ask children to write a poem about what they learned in 4-H.
 8. This is me! – ask youth to draw a picture of themselves using the new information they learned in this program.
3. “4-H Common Measures” (6+ hours) continue here. “4-H Program Evaluation” (<6 hours) jump to #4 on page 4.



a. Review the “4-H Common Measures” surveys for planning your program.

Descriptions & Grade Levels of the “4-H Common Measures” Surveys
Animal Science (Grades 4-12)
<p><i>Please note: This Animal Science survey does NOT work for YQCA as that program does not have 6 hours of instruction.</i></p> <ul style="list-style-type: none"> • Life skills and professional development <ul style="list-style-type: none"> ○ contributions to peers, families and communities ○ problem solving difficult situations with their animals ○ communication and showing ability ○ recognize the relevance of science ○ positive aspirations toward animal science in their futures ○ 21st Century Skills • Animal well-being <ul style="list-style-type: none"> ○ quality animal care ○ importance of recordkeeping for the health of their animal • Food safety <ul style="list-style-type: none"> ○ importance of producing safe food products ○ relationship between animal production and food safety ○ impacts their decisions make ○ responsible animal ownership ○ consumer confidence in the food supply
Civic Engagement (Grades 4-12)
<ul style="list-style-type: none"> • Interest in community service and giving back <ul style="list-style-type: none"> ○ engagement in community and with community issues ○ understanding Democratic process ○ contributions to peers, families, communities ○ participate in community service and volunteer • Community awareness <ul style="list-style-type: none"> ○ awareness of community and community issues ○ engagement in communication and engagement with community issues
College and Career Readiness (Grades 8-12)
<p><i>Can be 3 surveys: College, College & Career, or Career.</i></p> <ul style="list-style-type: none"> • Professionalism <ul style="list-style-type: none"> ○ Communication appropriate to the academic and workplace context ○ Social and emotional skills (e.g. ethics, conscientiousness, personal responsibility, collaborating across differences) necessary for academic or workplace success ○ Contributions to peers, families, and communities • Decision Making and Problem Solving – School/College <ul style="list-style-type: none"> ○ Informed decisions about college aspirations that are personally meaningful • Decision Making and Problem Solving – Career <ul style="list-style-type: none"> ○ Informed decisions about career aspirations that are personally meaningful
4-H Experience (Grades 4-12)
<ul style="list-style-type: none"> • <i>To be use for youth cumulative/long term experience/effects of 4-H programming.</i> • <i>Before using this survey, youth need to meet the following 2 criteria:</i> <ul style="list-style-type: none"> ○ <i>Identify as a 4-H member or member of a 4-H sponsored group</i> ○ <i>Be involved with 4-H or a 4-H sponsored group for 6 hours or more</i> • Eight Essential Elements of the 4-H Experience: <ol style="list-style-type: none"> 1) positive relationship with a caring adult 2) inclusive environment 3) safe environment 4) engagement in learning 5) opportunity for mastery 6) opportunity to see oneself as an active participant in the future 7) opportunity for self-determination 8) opportunity to value and practice service for others


Healthy Living (grades 4-12)

- **Healthy eating habits**
 - food choice consistent with dietary guidelines
 - contributions to peers, families and communities
- **Physical activity**
 - physical activity practices
 - contributions to peers, families and communities
- **Healthy decision making**
 - avoid and prevent negative risk behaviors
 - contributions to peers, families and communities
- **Food preparation**
 - food preparation skills

There are 5 surveys:

- **Healthy Living “Full”** (has all content blocks: Healthy Eating Habits, Physical Activity, Healthy Decision Making, and Food Preparation)
- **Healthy Eating Habits**
- **Being Active**
- **Healthy Decision Making**
- **Food Preparation**

Surveys may be created to fit programs using appropriate content blocks (e.g., “Healthy Eating Habits” and “Food Preparation” in one survey)

Science

There are 3 surveys:

- **Science Interest and Thinking (Grades 4-12)**
 - interest and engagement in science
 - positive attitudes and aspirations toward science
 - developing science skills and abilities
 - applying science skills to issues in their community
 - contributions to peers, families and communities
- **Science Interest, Thinking, Skills and Abilities (Grades 8-12)**
 - science interest and thinking
 - science skills and attitudes
 - developing advanced science skills and abilities like experimental design, developing hypotheses, analyzing data
 - seeing science in their futures and recognizing the relevance of science
- **Science Interest, Thinking, and Engineering Skills and Abilities (Grades 8-12)**
 - science interest and thinking
 - engineering skills and attitudes
 - developing engineering skills and abilities like engineering design, developing solutions, and evaluating test results
 - seeing science in their futures and recognize the relevance of engineering

Universal (Grades 4-12)

- **Personal mindset**
 - character
 - growth mindset
 - persistence
 - decision-making
 - ethics
- **Social and leadership skills**
 - ability to communicate through multiple methods
 - value
 - respect for other cultures
- **Universal skills**
 - social
 - emotional
 - character
 - leadership skills



4. **At least 2 weeks BEFORE your program STARTS**, complete the Program Evaluation Planning Tool (PEPT) for 4-H on the HUB (<https://extension.purdue.edu/hub/extension-metrics/4-h-metrics/>) to document your program details and survey request, and to ask any questions.
5. With your submitted PEPT information, we will work with you to address your questions and prepare a custom URL for your survey.
 - a. You will receive an email containing the “**Link & Instructions**” document with a custom URL generated for your Qualtrics data entry (or direct entry by youth), and a “PDF” for printing as appropriate. Do not share the custom URL outside of this program, and don’t re-use it for future programs. This URL helps sort responses by individual program, and reduces the number of questions youth have to answer by avoiding questions like title, date, location, instructor, etc.

Demographics

4-H Common Measures (6+ hours)

- Demographic questions are included in 4-H Common Measures surveys. Do not collect demographic information separately at the beginning of the program.
- Use completed paper surveys to tabulate and report demographics according to [instructions](#) (pages 7-9, “Report Demographics in Digital Measures”) OR use data from Results Report.
- If you have high school youth who are 18 or older, they will need to be reported in the ADULT demographics. You may sort the surveys by “youth” and “adult” based on answers to the AGE question before you tabulate race/ethnicity and gender.

4-H Program Evaluation (< 6 hours)

- Demographic questions are NOT on this survey.
- Depending on the program:
 - Demographic information may be collected separately at the beginning of program.
 - For in-school programs, race, ethnicity, and gender data for students previously collected by schools, may be used.
 - For youth younger than 4th grade, educators may ask the parent / legal guardian to complete the demographic survey.
- Follow instructions on “USDA Guidance and Purdue Extension Instructions for Demographic Data Collection” - <https://puext.in/demographics>
- Demographics resources - <https://puext.in/Demographic-survey>
 - Review PDC 12/8/21 recording on demographic data
 - Select survey option:
 - 1/4 or 1/2 page PDFs to print
 - Qualtrics Survey File (QSF) to import into your Purdue Qualtrics account - <https://puext.in/Importing-QSF-Qualtrics>
- If you have high school youth who are 18 or older, they will need to be reported in the ADULT demographics. You will use the YOUTH demographic survey, but you may need to sort the surveys by “youth” and “adult” based on answers to the AGE question before you tabulate race/ethnicity and gender.

Planning

6. In your program planning, include the evaluation survey as one of the curriculum activities. Insert it near the end of the program, but not as the last item. Look at it as another activity of your program that **all** youth will take part in. Plan for about 10-15 minutes for survey completion.
7. After the survey, plan to do a reflective activity and prepare to have an open discussion with youth about what they learned, etc. Since they have just finished the survey, this is what they are thinking about. Make time in your program to verbally assess and interact with youth about how and what they have received from your program and what they have learned from it! Plan for 10 or 15 minutes.
 - a. There are lots of activities for doing this. Here are a few examples:



- i. Pick your location
 - ii. Flip chart on easel or table
 - iii. Vote with dots/stickers
 - iv. Show of hands
 - v. Discussion circle
 - vi. 3x5 cards
 - vii. Via ZOOM or other systems – whiteboard, Jam Board, etc.
 - b. There are lots of questions you may consider asking for the reflective activity, for example:
 - i. For Program improvement
 1. What part of this program did you like the BEST?
 2. What part of this event did you like the LEAST?
 3. What do you wish was in this program?
 - ii. For Program effectiveness or outcomes:
 1. At this 4-H program/event, did you learn about healthy food choices?
 2. During this 4-H program/event, did you learn new things about engineering?
 3. Because of 4-H, did you meet leaders in your community?
 4. During this 4-H program/event, did you learn how to prepare for an interview?
8. If using paper surveys – prepare copies and gather pencils as appropriate.
9. If using online survey - determine how you will give custom URL to youth:
 - a. Prepared Chromebooks,
 - b. Text to cell phone,
 - c. Computers or laptops,
 - d. Posting in the Chat box or via email, or
 - e. QR code on PPT slide/screen.

During the Program

11. As you introduce your program, let participants know that you will be asking for their input using a short survey near the end of the program. State that this is important and you would greatly appreciate it if they would take the time to fill it out.
12. Near the end of your program, share the survey with youth.
 - a. State something similar to this: “Our next activity is to look at what you learned. Please use this paper/pencil or this URL and take the next several minutes to complete the survey to evaluate this program. This is not for a grade. There are no right or wrong answers, so please answer all questions honestly.”
 - b. Do NOT say - this is voluntary and anonymous. You can't force everyone to fill it out, but you need to present it as just another activity that all participating youth do.
 - c. Post your survey URL and QR Code on a PPT slide/screen and/or provide paper copies of the survey. Distribute surveys/URL quickly and efficiently.
13. Monitor the activity and be available to assist youth with survey if they don't understand or need more direction, you may read it aloud (and possibly show them on the screen) and go through the survey to help them fill it out. All youth can fill it out at the same time, and you can address their questions or need for clarification as you go for the group.
 - a. Give directions to youth about where to put their completed paper surveys.
 - b. When youth are finished, begin a reflective activity to involve youth in assessing the program and their participation and learning.

After the Program (Within One Month)

14. Use the custom URL to enter any paper survey data into Qualtrics. Do NOT use any other URL, and do NOT share this URL with anyone else, or re-use it for a future program.
 - a. If you collected data from youth in kindergarten through third grade, do not put that data in Qualtrics.



- b. If you have high school youth who are 18 or older, they will need to be reported in the ADULT demographics. You will need to sort the surveys by “youth” and “adult” based on answers to the AGE question before you tabulate race/ethnicity and gender.
- 15. After all data are entered, attach a cover sheet marking the program date with any paper post-surveys and store them in a locked drawer.
 - a. Keep the paper surveys until you receive the results report. Check the results report to verify that it represents the completed surveys. If accurate, shred the paper surveys. If results do not match the surveys collected, email evaluation@purdue.edu to arrange a review of the data.
- 16. Email evaluation@purdue.edu when all data are entered in Qualtrics. Include this information:
 - a. Program Title
 - b. Date(s) of program
 - c. County location of program (origination county if virtual)
 - d. Total number that attended (regardless of survey participation)
- 17. You will receive a results report about three weeks later, depending on evaluation team workload.

Statewide Annual Report

A summary of all results will be compiled and shared with the 4-H Program Leader. A statewide impact statement will be posted in Digital Measures.

DM Tips

Learning Events

Here is a listing of the DM learning event screen items and the GENERAL 4-H data to be entered. Each “4-H Common Measures” (6+ hours) Results Report will have more detailed and specific instruction.

LEARNING EVENT DETAILS	Data to enter
Month Year	4-H Program Month and Year
Title	4-H Program Name (be descriptive, for example include camp, after-school, or Area, to indicate type and location of program)
Event County	County location or origination County if virtual
Method of Delivery	Depends on format
Technology	Depends on format
Learner sessions	Depends on format
Learner minutes	Depends on format
Direct Contacts – Total # of Youth Learners at All Sessions	
Direct Contacts – Total # of Adult Learners at All Sessions	“0” (with rare exception)
Unique individuals - Youth	
Unique individuals - Adults	“0” (with rare exception)
Self-reported demographics - Youth	# of demographic surveys under 18 years
Self-reported demographics - Adult	# of demographic surveys 18 or older
Youth Demographics	Use completed paper surveys to tabulate and report demographics according to instructions (pages 7-9, “Report Demographics in Digital Measures”) OR use data from Results Report
Adult Demographics	If you have high school youth who are 18 or older, you will put their information in ADULT demographics. You will sort completed surveys by “youth” and “adult” based on answers to the AGE question before you tabulate race/ethnicity and gender.
Indirect Contacts	Depends on program
Keywords	Enter a few words to share the main “topics” of instruction



INVOLVEMENT	Data to enter
Individual or Team	List as appropriate
Purdue Team Members	List as appropriate
Number of adult volunteers	Depends on program
PK-12	Check if 4-H Program occurred with or at a school
Unconventional partners	Depends on program
External Partners/Collaborators	Depends on program
Grants/Sponsorships	Depends on program
EVALUATION / OUTCOMES	Data to enter
Evaluation plan	"4-H Common Measures" (6+ hours) - select 4-H Common Measures 2.0 OR 4-H Program Evaluation (<6 hours) - select Post survey of outcomes (at end of learning event)
# of participants completing evaluation	Total # of completed surveys
Workforce Development Outcomes	Do not report, will be pulled from "4-H Common Measures" (6+ hours) survey data only
4-H Outcomes	Do not report, will be pulled from "4-H Common Measures" (6+ hours) survey data only
NIFA / PURDUE & COLLEGE OF AG / PURDUE EXTENSION	Data to enter
NIFA Critical Issues	Depends on program
Extension/Research	In-state Extension
Key Initiatives	Depends on program
Current Issues	None
DEI Priorities	Depends on program
Commercialization Priorities	None
Primary Program Area Theme	Depends on program
Secondary/Related Program Area Theme(s)	<leave blank>
Purdue Extension Goal(s)	Depends on program

Impact Statements

If you choose to write an impact for your program, here is a portion of the DM screen with instructions for creating your impact statement.

Impact Statement Details	Data to enter
Month Year	4-H Program Month and Year
Title	This is a catchy/descriptive/interesting headline to give a hint at what is to come in the impact statement
Impact Narrative or Story	Data to enter
Issue (Who Cares and Why)	<p>This is a description of the need, concern, or situation to be addressed by the 4-H Program. Examples of issues may include: obesity, prevalence of mental health issues, lack of leadership knowledge or skills, the need for stronger science education, need for positive youth development, etc.</p> <p>In about three sentences, state the issue or problem addressed. Describe the problem. Explain the relevance of this issue. Why is it important? Information provided here demonstrates what the issue is or what the needs are. This section is about why the 4-H program is needed. Introduce any statistics that may illustrate the problem/issue in the state or among the population.</p>



What Has Been Done (Describe the program)	<p>This is a description of the 4-H program, in about three to five sentences.</p> <p>Explain the key elements of the 4-H Program. Describe the delivery. Include the quantity of these activities (e.g., four-session weekly series; 59 middle school youth; six communities, etc.).</p> <p>Describe the target audience of the 4-H Program. Use the demographic data from the paper surveys or the Results Report to write a sentence about the gender, ethnicity, race, and ages of 4-H program participants.</p>
Who Were the Participants (Describe learners/ attendees by roles, numbers & demographics)	<p>Who was the audience (aka learners)? Describe the audience by their roles (e.g., high school youth, childcare providers, parents, farmers, community leaders, agency representatives, landowners).</p> <p>Look to the outputs section of the logic model – details for this section can come from that.</p> <p>How many Youth and/or how many Adults attended? Give the unique number of program participants. Provide participant self-reported demographics information – race, ethnicity, and gender from surveys. Provide the total number of learners (youth and/or adult) who completed the evaluation, if applicable.</p>
Results	<p>This is the most important part of your impact statement, most likely the longest section, and describes what changed because of the 4-H Program. Here you document results from the Results Report.</p> <p>From the perspective of the youth, what happened to them? What did they get out of it? What did they learn?</p> <p>Include numbers or percentages to report from your Results Report. Include a narrative about, or from, the youth participants.</p> <p>As appropriate, combine quantitative data (e.g., number, percentage) and qualitative data (e.g., anecdotes/narratives or quotes from youth participants on surveys. (Don't share names but do include their titles/roles, such as, for example, high school youth, fourth graders, etc.).</p> <p>Give the results a context. Tie the results back to the problem set in "Issue (Who Cares and Why)" above. Describe what happened as a result of the efforts described in "What Has Been Done." What is the impact of this effort? Describe the difference the 4-H Program made or how it contributes to positive youth development for Indiana youth.</p>

Example Impact Statement

Here is an example impact statement (title, issue, what has been done, and results) for "4-H Common Measures" results.

4-H Common Measures - CM2.0
CAREER READINESS - grades 8-12

Title
 High School Youth Focus on Decision-making and Professional Skills

Issue (Who cares and Why)



During school years and after graduation, youth success in college and/or career opportunities is greatly impacted by development of knowledge and skills in professionalism and decision-making.

What has been done

In Hendricks and Ohio Counties, Life Lessons 101 Spark Club, was delivered as a series of webinars. The program provided instruction about college/career preparation, professionalism, decision-making, teamwork, and leadership skills. For 4-H involvement, survey questions asked about how many hours participants spend on 4-H each week and how they have participated in 4-H in the past. Many (70.6%) spend 1 hour or less on 4-H activities each week. Most (88.2%) indicated that they are in, or have been in, a 4-H Club. Many of them have participated in County level competitive events (58.8%) and 4-H Community service projects (50.0%)

Who were the participants

About 55 high school participants were active across sessions from January 21 to March 8. A total of 37 responded on the post-survey (67% response rate). Most reported their race as white (88.2%), gender as female (57.1%), and grade as 10th (38.2%).

Results

The majority of participants reported they did not currently have a job (83.8%) and over half (59.5%) had never applied for a job, or did not have a résumé. All (100.0%) responded that it was important to be trusted by an employer, and to do a job well. When asked what they learned during the 4-H program, most reported they learned how to act professionally (91.7%) and how to have a professional image on social media (80.6%).

When choosing a career, most (82.4%) indicated that it is important to be passionate about the work they do, and 61.8% reported it important to live where they want. There were 67.9% who reported that to have the career they want, going to college would be important. Participants were asked to report on how 4-H has helped them, and 94.1% reported it helped them “a little” or “a lot” to identify things they are good at. All reported they had thought “a little” or “a lot” about the amount of education needed in the future. As a result of 4-H, 38.2% have a better idea of what they might do after high school and 29.4% have identified careers that might be a good fit for them. When asked about some of their decision-making, teamwork and leadership skills, participants indicated “yes” they are or “usually” willing to work hard on something difficult (94.1%), and 91.2% indicated they get along with others different from them.

This 4-H Life Lessons 101 Spark Club helps contribute to decision-making, professionalism development, and career preparation for high school participants.

QUESTIONS

If you have any questions, please contact us at evaluation@purdue.edu.