NYS 4-H Moving Forward

Andrew Turner
June 10, 2015
Executive Director Meeting
Initial Priorities

**Statewide Vision** w/ clear priorities for communication to stakeholders

**Contemporary 4-H Image**; consistent and effective brand promotion

**Increased Collaboration**, quantity and quality between campus and CCE 4-H educators
NYS 4-H Working Group

- **Executive Directors**
  - Vicky Giarratano (Broome)
  - Tim Davis (Ontario)
  - Shawn Tiede (Wyoming)

- **4-H Educators**
  - Melanie Forstrom (Ulster)
  - Stephanie Graf (Jefferson)
  - Jerome Christie (Orange)
  - Rachel Williams (Seneca)
  - Jessica Spence (Wayne)
  - Linda Tripp (Columbia/Greene)
  - Lucinda Benjamin (NYC)
  - Patti Zellmer (Schoharie/Otsego)
  - Brenda Carpenter (Tompkins)
Progress Report – June 2015

Mission, Vision, Values Affirmation

Defining the 4-H Learning Experience

Branding and Marketing Update

4-H Staffing Patterns and Trends Project

NYS 4-H Foundation Update

4-H Workforce Development Project
Mission

4-H connects youth to hands-on learning opportunities that help them grow into competent, caring, contributing members of society.
Vision

A world in which youth and adults learn, grow and work together as catalysts for positive change.
Values

4-H reflects the principles of positive youth development, experiential learning, and the importance of having fun!

4-H promotes the development of skills that help young people succeed in higher education, their chosen career path, and as members of their families and communities.
Values

4-H creates opportunities for youth to have a voice in the development and evaluation of the program at the local, state, and national level.

4-H makes science come alive by connecting youth to Cornell University and the research based resources of the land grant college system.
The 4-H Learning Experience

Cornell Cooperative Extension
Defining the 4-H Learning Experience

• Mental model of how we actualize shared 4-H vision and values

• Describes what youth gain from their experience in 4-H

• Shared evaluation point
Draft 4-H Learning Experience Definition

- **Outcomes**: 4-H Learning supports young people as they learn how to better take an active role in their own learning and growth across all the domains of their life, expanding their capacity to achieve the successes they want in life and to thrive. Learning involves a change in young people, which may include aspects of content knowledge, practices and process skills, interest, attitudes, motivation, contribution, and identity. In particular, 4-H helps youth find personal and professional pathways in life. Youth gain life skills, public speaking skills, make new friends, and learn how to become engaged leaders in their communities and positively impact the world.

- **Process**: 4-H Learning is experiential, grounded in positive youth development, based on young people’s interests, and provides skill-building opportunities with real-world application. Developmental relationships are the heart of 4-H Learning. Learning experiences happen through participation in activities, experiences, and through social interaction guided by caring adults and peers. 4-H Learning Experiences are designed for frequency and duration that build learning and relationships over time.
4-H Learning Experience

Outcomes

Understanding
Thinking about and using knowledge gained through experience.

Affect
Interest, attitudes, motivation, and emotions

Contribution
Positively impacting self, family, community, and society through authentic participation. Service and careers.

Practices
Habits of mind to create and use understanding. Includes intellectual, social, and communication aspects.

Identity
Individual sense of self and of their relationships. Shared group identity.

to clearer thinking

for my world

to greater loyalty

to larger service

to better living
4-H Learning Experience

Process

Content
- Citizenship
- Healthy Living
- STEM
- Life Skills
- Positive Youth Development

Activity Engagement
- Challenging problem or question based on youth interest
- Shared purpose
- Real-world relevance
- Prototyping
- Public product or action

Developmental Relationships
- Youth-adult partnerships
- Multi-generational learning communities
- Community connections
- Campus-county

Culture
- Inclusive community
- Youth voice
- Positive youth development
- Local need, global impact
- Family Involvement
- Research-based
- Fun

Practices
- Hands-on, experiential learning
- Inquiry
- Reflection
- Scaffolding
- Feedback
- Content-specific practices
Wordle so far......
4-H GROWS
National 4-H Marketing and Branding
Half of the youth population lives in 9 states.

1. California
   6.7 million youth
   12.5% of all youth

2. Texas
   5 million youth
   9.3% of all youth

3. New York
   3.1 million youth
   5.8% of all youth

4. Florida
   2.9 million youth
   5.4% of all youth

5. Illinois
   2.3 million youth
   4.2% of all youth

6. Pennsylvania
   2 million youth
   3.8% of all youth

7. Ohio
   1.9 million youth
   3.7% of all youth

8. Georgia
   1.8 million youth
   3.4% of all youth

9. Michigan
   1.7 million youth
   3.2% of all youth

Source: Census Bureau (youth defined as 5-17 years of age)
Currently, two-thirds of all Hispanics (and Hispanic youth) live in just five states.

1. California
   - 14.4 million Hispanics
   - 3.9 million Hispanic youth
   - 28% of all Hispanics
   - Nearly half (47%) live in California and Texas alone.

2. Texas
   - 9.8 million Hispanics
   - 2.7 million Hispanic youth
   - 19% of all Hispanics

3. Florida
   - 4.4 million Hispanics
   - 941 thousand Hispanic youth
   - 8% of all Hispanics

4. New York
   - 3.5 million Hispanics
   - 812 thousand Hispanic youth
   - 7% of all Hispanics

5. Illinois
   - 2.1 million Hispanics
   - 589 thousand Hispanic youth
   - 4% of all Hispanics

Source: Pew Research Hispanic Center (youth defined as 5-19 years of age)
Marketing: 4-H Grows

- Internal rollout over the next year preparing for larger national Launch in 2016

- Tools, Resources and Templates for State and Local adaptation

- What are our goals in NYS?
Association 4-H Staffing Survey

• How do 4-H staff feel about local funding and staffing levels in relation to program goals?

• How are Association 4-H Efforts funded?

• How do staffing patterns locally relate to program success?
Snapshot of Findings

• Staff expressed satisfaction with the amount of County funding available to 4-H and support to 4-H in relation to the overall budget.

• Concern expressed r.e. workload, salary and aspirational program goals.
Desired Staffing Ratio Data

• To reach approximately 4000 youth, 400 who are enrolled 4-H Club members:

  1 Program Leader
  2+ community educators
  1 administrative assistant
4-H Foundation Update

• The Foundation is being re-built and re-imagined:
  – Looking for New Board Members
  – Looking at core purpose
  – Partnering with National 4-H
  – Association Investment Opportunity
The “Good 4-H Youth Development is Good Workforce Development” Study

• June Mead CCE-Broome - Study Lead

• Vicki Giarratano, CCE-Broome - Project Coordinator

• Prof. Steve Hamilton – Project Investigator, transferring to Andy Turner on July 1.
Research Questions and Objectives

Does 4-H contribute to workforce readiness and impact economic vitality? If so, how?

How does the development of workforce skills in 4-H impact a community’s economic vitality, particularly in terms of STEM outcomes?

Would your Association 4-H program benefit from a best practices toolkit to support youth workforce development programming?
Study Design


• Endorsed by authors of the 1999 study and the NYS 4-H Educators Association. Supported by Federal Smith Lever Capacity Funds two Children, Youth and Families At Risk (CYFAR) projects, for which June Mead is the State Project Director.
Please support the study!

• The survey (paper/pencil) will be administered mid-September through mid-November.

• We believe that the diversity of NYS 4-H programs will make the study strong.

• Encourage your 4-H educators to support the study in your Association!
Thank You!