Urban 4-H Youth Development Office

Impact Report 2016-2017
About this Report

This annual report presents the impacts and contributions of Minnesota Urban 4-H Youth Development. In collaboration with 43 partners, Urban 4-H reached 993 youth living in Ramsey and Hennepin counties with quality youth programs. We also reached 377 adult volunteers, interns, partner staff, and others working in the fields of youth development and education through collaborative programming, training, and program support.

Table of Contents

Urban Youth Development Office.................................3
Raising Hope and Expectation about the Future........4-5
Advancing the Field of Youth Development.................6
Partners..................................................................7
Media Features and Awards.......................................8-9
Evaluation Results................................................10-13
Demographics.......................................................14-15

The 2016-2017 Urban Youth Development Team

Rebecca Fairbanks Dickinson, STEM program club leader
Mohamed Farah, Program Coordinator/Ka Joog Executive Director
Amy Hughes, M.EEd., Program Coordinator
Amy Mondl, M.Ed., Program Coordinator
Kennedy Flynn, Summer Fair Coordinator
Jan Logelin, Administrative Assistant
Alneida Madrigal, Program Coordinator
Katherine Nguyen, Program Coordinator

Nuuria Osman, STEM program club leader
Lou Powers, M.Ed., Program Coordinator
Jessica Russo, M.Ed., Extension Educator/Urban 4-H Director
Jalil Shabazz, community leader and liaison
Kathryn Sharpe, M.A., Extension Educator
Tawala Storay, Family-Community Outreach Facilitator
Joyce Strand-Vosler, M.Ed., Program Coordinator
Joanna Tzenis, M.A., Extension Educator
Who We Are

Innovation Through Diversity

In 2003, the Minnesota Urban Youth Development Office (Urban 4-H) began as a recognition that 4-H programming, with its rural roots, would need to reinvent itself for the urban area. Since then, our team of Extension staff has worked thoughtfully and reflectively about what positive youth development looks like in an urban area. Our conclusion? Our work has little to do with geography and more about building in the flexibility and adaptability needed to stay relevant to our audience.

Focusing on diversity forces us to innovate, and innovation is good for everyone because it helps us keep up with the current needs of each local community and build a more sustainable program by utilizing the amazing talent and experience of our partners.

How do we build in this flexibility and adaptability? By nurturing a cohesive team of volunteers, interns, and staff, developing systems with integrity, and by aiming for longevity in the relationships we form with youth, families, and partners.

Our ultimate goal is for all Minnesota youth to see that they belong; for it to be the rule rather than the exception to see diversity in all youth programs, no matter where we are in the state; and for all youth to find happiness and confidence in their ability to thrive and make meaningful contributions to the world.
Raising Hope and Expectation about the Future

“College prep” programs that stoke youth college aspirations and scholarship programs to make college affordable are great, but they’re not enough. They leave out something important -- the young people themselves! In 4-H we engage youth in activities that are honest about the socio-cultural, economic and political contexts they will have to navigate.\(^1\) We help them understand that their dreams are within their reach. And then we work together to design a plan to achieve them.

In the 2016-2017 program year, Urban 4-H STEM clubs began building an educational plan throughout the year and explored college life at the 4-H Campus Immersion program. We asked participants what their hopes and expectations for the future were and to describe the way 4-H programs have helped shaped their aspirations. We noticed two core themes.

Theme 1: Future-planning activities makes youth more prepared.

Doing future planning activities helped youth realize going to college was harder than they first thought, but achievable as long as they followed a plan.

“4-H describes real situations and explains what should be done and what shouldn’t. They explain why certain things work and don’t work.” —11th grade

“It made me feel capable for college. Juggling regular homework/studying plus trying to make a big project is hard, but it helped me realize that it’s possible if I work hard enough. I know that will be a good skill for college.”

—8th grader

\(^1\)Tzenis, J. (2017, January). We can prepare youth for college, but not in the way you think. [Web log post]. Retrievable from http://blog-youth-development-insight.extension.umn.edu/2017/01/we-can-prepare-youth-for-college-but.html
Theme 2: Youth are developing a college-going identity.

By spending time on campus and meeting with students and faculty, youth developed a sense of belonging on college campus. They could now envision themselves as college students.

"4-H helped me understand what college is like, and more about how to get in. It encouraged me to think about college."
—9th grader

"I feel like when we go to some buildings at the U, it gets me really involved in what/who I want to be. I would probably just not be goofy or sing because 4-H is my family."
—grade unknown

"Since 4-H has taught and helped me develop many life skills, since my life skills are more developed, I'm much more confident about my future."
—11th grader
Advancing the Field of Youth Development

PRESENTATIONS

A new take on college prep: Fostering a college-going identity among low-income youth
MnAEYC-MnSACA State Conference, St. Paul, MN

Applying a Global Youth Citizenship Skill Set
Alabama Cooperative Extension Staff Training, Birmingham, AL
Virginia Cooperative Extension Staff Development Series, Blacksburg, VA
States’ International 4-H Exchange Program Summit, Seattle, WA
UMN College of Food, Agriculture, and Natural Resources, St. Paul, MN

Better Together: Learning through a 1st Generation Cohort to Reach New Families
Youth & U Conference, St. Paul, MN

Creating Change through a Cultural Exchange
Youth & U Conference, St. Paul, MN

Creating a Cohort to Advance Diversity and Inclusion
Extension Fall Program Conference, Duluth, MN

Engaging Immigrant and Refugee Youth
Philanthropic Educational Organization International, Wayzata, MN

Expanding Us: Strategies for Expanding Diversity and Equity in Your Organization
UMD Summit on Equity, Diversity, and Multiculturalism, Duluth, MN

Fostering Youth Capacity to Imagine Futures in Higher Education
University of Minnesota Extension Program Conference

Global Youth Citizenship
University of Minnesota Extension Program Conference, Duluth, MN

The 4-H Campus Immersion Experience: Re-imagining youth futures.
National Association of Extension 4-H Agents Conference, New Orleans, LA

WeConnect: A Global Youth Citizenship Curriculum
National Association of Extension 4-H Agents Conference, New Orleans, LA

PUBLICATIONS


Our Partners

These organizations collaborated with or received training and support through a partnership with Urban 4-H.

3M
24th St. Urban Farm Coalition
Asian Media Access
Bell Museum of Natural History
Emma Norton Services
Harriet Tubman Center
Hennepin County
Hennepin County Libraries
Humboldt Senior High School — Future Farmers of America
Ignite Afterschool
Ka Joog
Land O’Lakes
Minneapolis Foundation
Minneapolis Park & Recreation Board
Minneapolis Public Schools (21st Century Community Learning Centers, Area Learning Centers, and Community Education)
Minnesota Office of Higher Education — Get Ready
Minnesota Organization on Fetal Alcohol Syndrome
Minnesota STEM Network
Mississippi Watershed Management Organization
National 4-H Council
Neighborhood Learning Community
Ramsey County Fair Board
Ramsey County Libraries
Richfield Public Schools
Riverton/Franklin Housing Cooperative
Sprockets St. Paul
St. Paul Parks and Recreation
St. Paul Public Schools (21st Century Community Learning Centers and Community Education)
Three Rivers Park District
Twin Cities Public Television — SciGirls
University of Minnesota College of Food, Agricultural and Natural Resource Sciences
University of Minnesota Department of Landscape Architecture
University of Minnesota Department of Science and Engineering
University of Minnesota STEM Education Center
University of Minnesota Center for Sustainable Polymers
University of Minnesota Robert J. Jones Urban Research and Outreach-Engagement Center (UROC)
Urban Strategies - Heritage Park
Waite House/Pillsbury United Communities
Women’s Environmental Institute
Ventura Village Neighborhood Association
Youthprise!
Youththrive
**Media Features and Awards**

**Awards**


Minnesota Association of Extension 4-H Youth Development Professionals, “State Award for Excellence in Global Citizenship Program,” 2016

Extension Center for Youth Development Associate Dean’s 1st Generation Innovation Award—Central Region 1st Generation Learning and Action Cohort, 2017
Media features


4-H Alumnus and Teen Power 4-H club leader Jalil Shabazz wins the West Side Achievement Award. [https://issuu.com/stpaulpublishing/docs/spv_jan_2017](https://issuu.com/stpaulpublishing/docs/spv_jan_2017)

Helping us dispel the myth that 4-H is only for farm kids, Farm Flavor publishes the article, “4-H Reaches All Minnesota Regions.” [https://www.farmflavor.com/minnesota/4-h-reaches-minnesota-regions/](https://www.farmflavor.com/minnesota/4-h-reaches-minnesota-regions/)

This article shares how Urban 4-H is “Shaping Somali Youth and Family Success.” [https://highlights.extension.umn.edu/content/shaping-somali-youth-and-family-success](https://highlights.extension.umn.edu/content/shaping-somali-youth-and-family-success)


This article features the Cedar Riverside Ka Joog 4-H Club and covers the presentation to the Minneapolis city council. [http://www.startribune.com/minneapolis-4-h-program-brings-science-technology-to-somali-youth/390387791/](http://www.startribune.com/minneapolis-4-h-program-brings-science-technology-to-somali-youth/390387791/)

2016-2017 Evaluation Results

Minnesota Urban 4-H Youth Development administered an evaluation focused on the learning that occurs in youth development programs. This two-part evaluation utilizes a four-component survey on learning environments, and essays. Together, these methods capture youth voice to reveal the nature of the learning environment and the experience of learning in youth development programs by capturing youth voice.

The Learning Environment

Research shows that the most powerful learning environments are intentionally youth-centered, knowledge-centered, assessment-centered, and community-centered. Below is a summary of how 97 youth felt these elements were incorporated into the learning environment of their 4-H experience. These youth represent 11 of 40 Hennepin and Ramsey 4-H clubs, 4-H summer camp, and the campus immersion experience.

Youth-Centered

Powerful learning environments make youth feel welcomed and important by responding to their needs and interests and allowing room for them to make a difference and practice leadership.

Youth indicated that they:
- Feel like they belong
- Feel like their ideas count
- Adult leaders know their name and greet every time
- Have met people they would not normally

Knowledge-Centered

Intentional learning environments make clear to youth that their learning is central. The program has a clear focus that not only teaches specific content but also builds skills and competencies that can be applied in other areas of life.

Youth indicated that:
- The adult leader is good explaining things
- The activities help them learn, create, and practice skills
- They feel good about what they have done in 4-H
Assessment-Centered
Quality learning environments make sure that youth understand how and why they are learning by providing constant opportunity for feedback and reflection.

Youth indicated that:
- They often talk about what they are learning
- When they share their ideas, people listen
- They get feedback or compliments about what they’ve done

Community-Centered
Learning environments are places where youth can feel comfortable and safe to be themselves, build trusting relationships, feel a sense of belonging and responsibility, and positively connect to their communities.

Youth indicated that they:
- Feel comfortable in 4-H
- Feel like they can be themselves
- Have good relationships with others in their group
Why is 4-H Important to You?

Essays serve as a tool to capture youth voice. For this part of the evaluation, three themes were drawn from 168 essays written by Urban 4-H youth answering the question, “Why is 4-H important to you?”

**Theme 1:**
**Leadership and Potential**
Through future planning and skill-building activities, youth are seeing new potential for their future.

“4-H ... has taught me good skills that I can use in the future, like SMART goals.... How to write a cover letter and resume. How to do interviews.... Also, to have a good attitude even when the situation is bad. These skills have helped me already because I’m having my interviews soon and I’m applying this info to help me get the job I want.” —9th grader

“4-H helped me in deciding my future by showing me what I am good at/my skills. Before 4-H, I did not know that I was a good public speaker. This information about my speaking skills helped me decide that I want to do something with public speaking in my future.” —9th grader

“I have been presented with things I never would have been if I didn’t come to 4-H, from the presentations given by my club members. For example, today we went “bug hunting” in our pond and I would have never done that on my own.” —7th grader

**Theme 2:**
**Discovery of Ability**
Youth are discovering talents and passions through trying new things.

“As I am going to college, my greatest fear is that I will struggle to find friends. However, 4-H has showed me just how easy it is to meet people that I really like.” —12 grader
Theme 3: Identity and Personal Development

4-H is helping youth gain confidence in who they are and how they relate to others. Youth have the opportunity to form their own values such as openness and acceptance as they get to know others from different backgrounds.

“4-H is important to me because it helps me grow as an artist and it helps me become better as a person. 4-H helps me become a better leader and makes me a better public speaker. In 4-H I have learned how to produce, rap and do photography. I like that it helps people all around the country.” —grade unknown

“I have learned how to make friends and be more open to talking and explaining my thoughts.” —6th grader

“Thanks to 4-H I am more confident when it comes to future.... I feel like I can handle myself as I am put into these situations.... My communication skills have also gotten better because I don’t double think my thoughts anymore and I don’t have to doubt myself as much....I have also learned how to better myself.” —9th grader

“4-H taught me how to be a leader.... I also learned that everyone comes from different backgrounds and lifestyles.... I know for the future to help others and understand that everyone is going through something....4-H is important to me because I have friends here that understand me and I can truly be myself here. 4-H teaches you to coexist and understand everyone has differences. 4-H lets me know I’m loved and wanted.” —9th grader
Youth Demographics

**Regional Comparison**
Youth population of Hennepin and Ramsey Counties, Census 2016

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than one race</td>
<td>3.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>9.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>12.7%</td>
</tr>
<tr>
<td>White</td>
<td>73%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total population in both counties</td>
<td>1,773,132</td>
</tr>
</tbody>
</table>

**Total Urban 4-H Youth Participants: 993**

**GRADE**
of Urban 4-H Youth Participants

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4</td>
<td>32%</td>
</tr>
<tr>
<td>5-8</td>
<td>46%</td>
</tr>
<tr>
<td>9-13</td>
<td>22%</td>
</tr>
</tbody>
</table>

**ZIP CODE**
of Urban 4-H Youth Participants

- Minneapolis: 37%
- Suburban Ramsey: 14%
- Suburban Hennepin: 22%
- St. Paul: 27%
- Total: 100%

91% Non-His/Latino
9% His/Latino
Adult Demographics

RACE/ETHNICITY of Urban 4-H Adult Participants

- 1% No Report
- 1% Native American
- 4% Asian
- 15% Black/African American
- 2% More than one Race
- 77% White

86% Non-His/Latino
14% His/Latino

Total Urban 4-H Adult Participants: 377