This annual report presents the impacts and contributions of Minnesota Urban 4-H Youth Development. In collaboration with 44 partners, Urban 4-H reached 1,134 youth living in Ramsey and Hennepin counties with quality youth programs. We also reached 393 adult volunteers, interns, partner staff, and others working in the fields of youth development and education through collaborative programming, training, and program support.

The 2014-2015 Urban Youth Development Team

Meg Clark, Office Support Assistant
Mohamed Farah, Program Coordinator/ Ka Joog Executive Director
Maria Frie, Summer Fair Coordinator
Jessica Jerney, M.Ed., Program Coordinator
Phalla Keo, Ed.D., Program Coordinator
Josey Landrieu, Ph.d., Extension Educator
Jan Logelin, Administrative Assistant
Brittany Lynch, Community Program Specialist

Alneida Madrigal, Program Coordinator
Amie Mondl, Program Coordinator
Lou Powers, M.Ed., Program Coordinator
Jessica Russo, M.Ed., Extension Educator/Urban 4-H Director
Kathryn Sharpe, M.A., Extension Educator
Joyce Strand-Vosler, M.Ed., Program Coordinator
Joanna Tzenis, M.A., Extension Educator

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What is Urban 4-H Youth Development?

The Minnesota Urban Youth Development Office (Urban 4-H) works with and on behalf of youth living in Minneapolis, St. Paul, and the surrounding suburban and rural communities to measurably improve their learning and leadership through educational programs and applied research.

Driving our work is the critical need for youth to understand how they can overcome economic, educational, and social barriers. Urban 4-H provides intentional space for young people to discover their interests, develop focused skills, and then connect these skills and interests to future possibilities.

Learning, Leadership, and Global Citizenship

Resources from our signature curricula, Urban Youth Learn, Urban Youth Lead, and WeConnect, are used by volunteers, interns, and partners to infuse concepts of self-directed learning, innovative leadership, and global citizenship as 21st century skills that can help youth carve positive pathways to their futures.
Connecting Learning to Future Possibility

In addition to igniting youth passion for learning, Urban 4-H connects youth learning to future possibilities, such as higher education and careers. Visiting a college campus inspires young people to imagine a future in higher education. One way we do this is through annual day-long campus visits. This year, we also provided a multi-day overnight campus immersion experience for middle-school aged youth. Participating youth stayed for three nights at the University of Minnesota, where they connected to students and faculty and immersed themselves in the college experience by staying in dorms, eating in the cafeteria, and enjoying educational and recreational activities on campus. An additional 36 youth participated in industry visits to 3M and C.H. Robinson corporations, where they toured and talked with science professionals about STEM careers.

108 in Ramsey and Hennepin 4-Hs participated in a campus visit. 22 stayed overnight at our UMN Campus Immersion trip.

“4-H [and the campus immersion trip] shows me that education never ends, so it made me think about going to college.”

-10th grade male participant
Advancing the Field of Youth Development

PRESENTATIONS

The 4-H Campus Immersion Program
University of Minnesota Extension Program Conference, Minneapolis, MN

Creating Innovative and Effective Afterschool STEM Programs: The 4-H Way
Powering Learning. Expanding Possibilities. STEM Network & Ignite Afterschool Conference, St. Paul, MN

Injustice or Peace: Conversations about Police Killing of Young Black Men in 2014
University Northside Partnership, Minneapolis, MN (Urban 4-H youth presenting)

Speaking Out about Stereotypes
I-Race Summit, St. Paul, MN (Urban 4-H youth co-presenting)

Urban Youth Development through Civic Engagement: Program Best Practices
National Urban Extension Conference, Atlanta, GA

WeConnect: A Global Youth Citizenship Curriculum
National Association of Extension 4-H Agents, Minneapolis, MN
North West Youth Workers Forum, Moorhead, MN

WeConnect: Teaching Cultural Understanding to Middle School Youth
LEAP Forward Collaborative, St. Paul, MN

Youth Participatory Evaluation
American Evaluation Association Conference, Denver, CO

PUBLICATIONS


New in 2015—Youth Teaching Youth in Urban 4-H! This program year, we have been partnering with Richfield High School and Richfield Dual Language Elementary to start a 4-H Youth Teaching Youth program in Hennepin County. Eleven high school 4-Hers will reach over 100 elementary students by teaching community building and character education topics. Stay tuned for impact in our next annual report.

Learn more about the 4-H Youth Teaching Youth program, featured in UMN Extension’s Source Magazine.

www.extension.umn.edu/source/winter-2016/4-h-youth-teach-younger-peers/
## Our Partners

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

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<thead>
<tr>
<th>3M</th>
<th>Public Achievement</th>
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<tr>
<td>24th St. Urban Farm Coalition</td>
<td>Ramsey County Fair Board</td>
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<tr>
<td>Asian Media Access</td>
<td>Richfield Public Schools</td>
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<td>Bell Museum of Natural History</td>
<td>Riverton/Franklin Housing Cooperative</td>
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<td>Center for Democracy and Citizenship, Augsburg College</td>
<td>City of St. Paul Sprockets</td>
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<td>C.H. Robinson</td>
<td>Science Museum of Minnesota</td>
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<td>Emma Norton Services</td>
<td>St. Paul Parks and Recreation</td>
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<td>Hennepin County Libraries</td>
<td>St. Paul Public Schools (21st Century Community Learning Centers and Community Education)</td>
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<td>Humboldt Senior High School — Future Farmers of America</td>
<td>Twin Cities Public Television—SciGirls</td>
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<td>Ignite Network</td>
<td>University of Minnesota College of Food, Agricultural and Natural Resource Sciences</td>
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<td>KaJoog</td>
<td>University of Minnesota Department of Landscape Architecture</td>
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<td>Khmer Cultural Center</td>
<td>University of Minnesota Department of Science and Engineering</td>
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<td>Minneapolis Foundation</td>
<td>University of Minnesota Landscape Arboretum</td>
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<td>Minneapolis Park &amp; Recreation Board</td>
<td>University of Minnesota STEM Education Center</td>
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<td>Minneapolis Public Schools (21st Century Community Learning Centers, Area Learning Centers, and Community Education)</td>
<td>University of Minnesota Center for Sustainable Polymers</td>
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<td>Minnesota Office of Higher Education—Get Ready</td>
<td>University of Minnesota Robert J. Jones Urban Research and Outreach-Engagement Center (UROC)</td>
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<td>Minnesota STEM Network</td>
<td>Urban Strategies - Heritage Park</td>
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<td>National 4-H Council</td>
<td>Waite House/Pillsbury United Communities</td>
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<td>Neighborhood House</td>
<td>Wells Fargo</td>
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<td>Neighborhood Learning Community</td>
<td>Ventura Village Neighborhood Association</td>
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<tr>
<td>Office of Juvenile Justice and Delinquency Prevention</td>
<td>Youthprise!</td>
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<td>Phyllis Wheatley Community Center</td>
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<td>Project for Pride in Living</td>
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Media Features and Awards

The University of Minnesota’s Source Magazine features Franklin Library 4-H Club in this article, entitled, “4-H Opens New Doors.”
http://www.extension.umn.edu/source/fall-winter-2014/4-h-opens-new-doors/

Our Urban 4-H Director was interviewed by a graduate student at Stony Brook University in Long Island, NY for an article exploring 4-H’s presence in urban communities.
https://stonybrookstories.wordpress.com/2015/05/15/4h-draft/

A Minnesota Governor’s Certificate of Recognition was awarded to Ramsey County 4-Her and Minnesota 4-H State Ambassador, Lucía Dávila Álvarez in recognition of service to her community through Minnesota 4-H and other volunteer organizations.
http://z.umn.edu/1343
The Citizen Scientists 4-H club are featured for their birding activities in a press release on the University Research/Engagement and Outreach Center website.
http://uroc.umn.edu/press/stories_middle_school_students.html

4-H alumni Terry Williams speaks about how Urban 4-H impacted him as a child in this video featured as a press release on the University Research/Engagement and Outreach Center website. 
https://www.youtube.com/watch?v=hJ2R8ElMFRs&feature=youtu.be

Hmong Mother Daughter 4-H Club youth describe their experience in 4-H within this Star Tribune article about the Minnesota State Fair.

Ramsey and Hennepin 4-Hers in the Hennepin Hoppers 4-H Club show off their rabbit agility skills at the Minnesota State Fair in this video interview by WCCO.

4-H Clubs in Hennepin and Carver counties help urban, suburban, and rural kids pursue their passions.
http://southwestmetromag.com/4-h-clubs-learning-doing
2014-2015 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 phenomenological essays (youth-written essays on the experience of learning). Together, these methods 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 210 youth felt these elements were incorporated into the learning environment of their 4-H experience. These youth represent 24 Hennepin and Ramsey 4-H clubs and 2 weeks of 4-H summer camp.

Grades 4-12 Learning Environment Survey Results

Youth-Centered

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

Urban 4-H youth indicated that they:
- Feel a sense of belonging to the club
- Feel that their ideas count
- Feel that club leaders know them
- Have the opportunity to make friends outside their typical peer group

Knowledge-Centered

Intentional learning environments make it 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.

Urban 4-H youth indicated that they:
- Understand that what they learn in the program will help them when they grow up
- See adult facilitator as skilled in helping them learn
- Understand the goal of the club as being to teach new knowledge and help them gain and practice skills
- Feel good about what they have done in their club
- Have completed a project or presentation
Assessment-Centered
Quality learning environments make sure that youth understand how and what they are learning by providing constant opportunity for feedback and reflection.

Urban 4-H youth indicated that they:
- Get to talk about what they are learning
- Have opportunities to share what they have done
- Feel their voice is valued
- Receive feedback and recognition for their contributions

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

Urban 4-H youth indicated that they:
- Feel comfortable being part of the group
- Feel comfortable and free to be themselves
- Have good relationships with the people in the group
- Have learned more about their community as a result of being involved in their club.

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Why is 4-H Important to You?

Essays serve as a tool to capture youth voice. For this part of the evaluation, four themes were drawn from 200 essays written by Urban 4-H youth answering the question, “Why is 4-H important to you?”

**Theme 1: Confidence and Self-Awareness**

Program elements such as public speaking, project-based learning, and working in teams, resulted in increased confidence and self-awareness. Youth indicated that the challenge of new activities and getting to know new people helped them see themselves and others in a new light, which helped them grow and relate better to others.

“4-H is important to me because it helped me make friends, and taught me that being myself was OK. It taught me shyness is something you can overcome, not something that you live with forever. 4-H taught me making mistakes is fine, as long as you learn from them.”

-6th grade girl

“4-H allows you to grow into the community, and as you...learn more about how to work with others, you slowly go from learning to teaching. With the skills I have gained...I am able to be more confident in my abilities and count on others for help when I need them.”

-13th grade girl

“What I have learned from 4-H is that it doesn’t matter how tall, old, smart or athletic you are to make a friend and have fun.”

-7th grade boy

“[4-H] is an inclusive community where everyone can feel they belong. We learn life lessons and we do team building and trust activities.”

-8th grade girl

**Theme 2: Opportunities to Belong**

Young people identify 4-H as a place where they can be themselves, learn from and appreciate difference, and be accepted for who they are.
Theme 3: Ownership of their Future
Youth feel a stronger sense of ownership and certainty in their future as a result of their participation in 4-H. They see 4-H as building lifelong skills that they can use to attain their college and career goals, as well as in their personal lives.

“4-H is important to me...because I know myself more. I didn’t know what my future would be like but now I know thanks to 4-H.”
-11th grade girl

“4-H tells me to look beyond what people say I can or should do or be in the future. 4-H also makes me more aware of my community and the world and what is happening.”
-7th grade boy

“I have learned many things throughout my 4-H career...[like] how to be confident about yourself around other people...[and] how to stick up for others.... I can use my 4-H skills everywhere, especially home. One way...is helping others. Another way is volunteering my time.”
-7th grade boy

“I have learned that people feel strongly about traits of virtue, trust, and energy. 4-H embodies these traits, and to many people it is exceedingly important. The things you learn in 4-H are reflected by things you should hope to be in life and a community.”
-8th grade girl

Theme 4: Generosity and Responsibility
Young people said that 4-H strengthens their sense of responsibility and helps them gain civic skills to be of service to others and their community.
Youth Demographics

Regional Comparison
Youth population of Hennepin and Ramsey Counties, Census 2010

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than one race</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>11%</td>
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<tr>
<td>Black/African American</td>
<td>17%</td>
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<tr>
<td>White</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>11%</td>
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<tr>
<td>Total population in both counties</td>
<td>426,393</td>
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</tbody>
</table>

Total Urban 4-H Youth Participants: 1,134

RACE/ETHNICITY
of Urban 4-H Youth Participants

- More than one race: 6%
- Native American: 4%
- Asian: 17%
- Black/African American: 25%
- White: 44%
- Hispanic/Latino: 4%
- No Report: 76%

GRADE
of Urban 4-H Youth Participants

- 30% are in grades K-4
- 50% are in grades 5-8
- 20% are in grades 9-13

ZIP CODE
Of Urban 4-H Youth Participants

- St. Paul: 29%
- Minneapolis: 42%
- Suburban Ramsey: 7%
- Suburban Hennepin: 22%
- 76% Non-His/Latino
- 24% His/Latino
Adult Demographics

RACE/ETHNICITY of Urban 4-H Adult Participants

- 4% No Report
- 2% Native American
- 8% Asian
- 21% Black/African American
- 1% More than one Race
- 64% White

<table>
<thead>
<tr>
<th>92% Non-His/Latino</th>
<th>6% His/Latino</th>
<th>4% No Report</th>
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</table>

Total Urban 4-H Adult Participants: 393