

WISCONSIN 4-H YOUTH DEVELOPMENT

Arts and Communication Program Evaluation



FINAL REPORT
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Working Together
Program Evaluation



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Essential Element: Independence – Identity and self-discipline

- Independence Outcomes: Increased self-esteem, confidence, self-determination
 - Increased pride and sense of self-worth
 - Increased attention to diligence and hard work
 - Leadership opportunities
 - Increased people skills
 - Self-reliance
- Independence Outcome: Career exploration

Essential Element: Belonging – Caring relationships

- Belonging Outcome: Increased skills to connect and get along with others
 - Increased connections and networks with others, including professionals and other artists
 - Increased connections to new opportunities
 - 4-H setting fosters connectedness

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4-H ARTS AND COMMUNICATION PROGRAM EVALUATION EXECUTIVE SUMMARY

Arts have been an important part of the 4-H program since the early days of 4-H in Wisconsin. In the 1930's, College of Agriculture Dean Chris Christensen said he wanted to "Put the culture back in agriculture," launching a statewide consolidated effort to deliver arts programs to rural and small Wisconsin communities. In 2006, the 4-H Arts and Communication Program has grown to enroll 19,000 individual Wisconsin youth in one or more arts and communication projects. 4-H offers over 80 projects distributed over three broad categories: visual arts, performing arts and communications. Five state teams provide additional learning and leadership opportunities to youth from across the state.

To better understand the value and impact of the 4-H Arts and Communication Program, UW-Extension conducted a statewide evaluation in 2006. A representative sample of project participants, totaling 724 youth from 44 of Wisconsin's 72 counties, provided their perspectives by completing a survey. In addition, focus groups and interviews with 41 youth, 19 4-H alumni, and 22 parents in six counties provided in-depth qualitative data about program outcomes.

PROGRAM IMPACT

The 4-H Youth Development Program provides opportunities for youth to build Four Essential Elements for their positive development. This study found that 4-H Arts and Communication Program has the most powerful impact in developing two of these elements: Mastery and Independence. Positive results were also found for the other two elements: Belonging and Generosity.

MASTERY – Constructive Learning

Youth in 4-H can choose to pursue projects in depth and over the course of several years, which contributes to developing related technical, teaching, and communication skills.

Technical skills: Over 80% of survey respondents agree that 4-H participation increases skills in the practice of performing, visual, or communication arts. Participants benefit from pursuing mastery of a project over time, while receiving constructive criticism from their leaders and fair judges. This allows them to improve their technical work while building good learning habits as they integrate feedback from experts.

Creativity: For the measures of creativity, the evaluation results are strong and consistent. Members comment on developing their creativity and gaining confidence in trying new ways of expression.

Communication skills: Many members emphasize growth in presentation and public speaking skills. Surveys indicate that 77% feel comfortable helping less experienced people with projects and nearly as many are comfortable talking about their work with judges or critics. Youth



consistently talk of the 4-H opportunities to learn, practice, and become confident in public speaking, a skill they specify as very important.

Teamwork: State team members report that they hone teamwork skills, with over 80% crediting their experiences with helping them understand the point of view of others and work through group disagreements.

INDEPENDENCE – Identity and Self-Discipline

Youth participants experience opportunities to make decisions about their involvement, build skills, and express their creativity, all of which produce powerful outcomes of strengthened individual identity and motivation.

Self-determination: Youth credit the Arts and Communication Program with giving them the opportunities and providing the environment for them to choose their own projects, explore new ideas, and develop their own interests and creativity without external impositions. Over 76% of the youth report that arts and communication activities help them ‘quite a bit’ or ‘a great deal’ to develop their motivation to do their best work. This process gives them a sense of satisfaction and ownership over their work that is often missing from other activities in their lives.

You're a lot more independent in 4-H. You don't have a teacher right there to ask 'OK, what do I do next?' You're going to have to problem-solve and figure it out.

Self-esteem and self-confidence: Seventy-four percent say the program helps their self-esteem, agreeing that it makes them ‘feel good about themselves.’ The impact on Independence is even stronger for state team members. Eighty-five percent to 94% of the state team respondents report that their experience has helped them ‘quite a bit’ or ‘a great deal’ on all the indicators of self-determination, self-esteem, and confidence. Members comment on how the program has helped them feel a sense of pride and self-worth, increase their diligence, improve their people skills, and gain important leadership skills.

BELONGING – Caring Relationships

Connecting to adults and peers: Overall survey respondents perceive stronger connections to other youth: about two-thirds of overall 4-H members credit the program with increasing their comfort in settings with people of mixed ages. A sense of belonging is most strongly advanced for state team members. All feel that their experiences have helped them gain skill and comfort in aspects of belonging, with a full 65% rating their connecting and working with adults at the highest level: ‘a great deal.’

Building networks in the community: Parents and youth talk about the frequency and ways in which youth seek out and interact with local artists, peers, supportive project leaders, and resource people within their communities, region, and across the state. These opportunities result in youth feeling more connected to their communities, better able to access resources, and effectively interact with others.



GENEROSITY – Service to others

Helping younger members: Members value opportunities to work with and teach younger members. Participants gain self-esteem, reinforce skills, and gain confidence through helping younger members.

CRITICAL PROGRAM CHARACTERISTICS

Study respondents credit the 4-H Arts and Communication Program with a number of key characteristics that make it possible for the reported outcomes to be achieved.

VARIETY OF ACTIVITIES AND OPPORTUNITIES

Youth and parents frequently talk about the value of having numerous and varied projects and activities from which to select. Choices not available at school or elsewhere in the community give them the chance to explore various mediums, to find a suitable fit, and to express themselves in different ways.

VOLUNTEER LEADERS

Many 4-H members receive training and support from volunteer leaders within their clubs or at county-wide project meetings. 4-H leaders provide technical expertise in a wide range of arts activities – from photography to basketry – and provide the relationships and support that encourage youth to stay engaged and to improve their work year after year.

It's welcoming; the leaders draw you in. You want to learn more. They make it interesting.

MIXED AGES: SCAFFOLDING OF OPPORTUNITIES

4-H clubs include a wide age range of youth, which affords more experienced youth opportunities to teach in club and project meetings. This multi-age design also provides important role models and relationships for younger members. From their beginnings in clubs, many 4-H members take part in county, multi-county, and state events and groups that give members access to youth and adults beyond their communities who support their interests and learning.

When you work for weeks and months and then get first, or maybe grand champion, not only is it the pride...but all sorts of people are going to see your stuff...it all goes back to the work you've put in it.

PUBLIC EVENTS: COUNTY FAIRS AND FESTIVALS

Fairs and other public events provide opportunities for members to receive constructive criticism and feedback on their work. Opportunities for public display and performance are both motivating and fun for members.

SELF-DETERMINATION AND VOICE

Youth are engaged and responsible for decisions related to their arts and communication activity from activity selection, to the amount of time and effort they expend, to seeking support when needed and accessing outside resources. Being in charge and

reaping the satisfaction of their own accomplishments builds motivation, confidence and decision-making abilities.



SUPPORTIVE CLIMATE

Many youth contrast the competitiveness and peer culture of school with the supportive atmosphere provided by 4-H youth and volunteers. This support enables them to take risks and try new things.

ACCESSIBILITY

For many members, arts and communications projects were the entry point to the many opportunities provided by 4-H Youth Development, since young children can participate. Volunteer leaders also provided materials and support for activities that are not available in many schools and communities.

STATE TEAMS

While they reach a relatively small number of youth, state team members experience strong growth as they work with diverse peers, collaborate with adults, and teach and lead activities at state events for 4-H members and others. These teams also provide incentives for older youth to remain active in the 4-H Youth Development Program.

UNIQUENESS OF THE 4-H ARTS AND COMMUNICATION PROGRAM

The evaluation did find numerous and significant ways in which the 4-H Arts and Communication Program is different from arts and communications offered through schools, private lessons, church, and community organizations. Most notably, the 4-H Arts and Communication Program involves:

1. new and different people than youth customarily interact with or know,
2. more choices and freedom in creativity and expression as compared to the requirements and structure of school programs,
3. a more nurturing, comfortable environment in which to explore, take risks, and develop one's creativity, self-confidence, and leadership, and
4. a focus on mastery, which encourages youth to pursue interests sparked in schools and families, while receiving feedback and sharing their skills with others.

The 4-H approach to positive youth development provides an important complement to other, family, school, and community-based institutions in helping achieve optimal outcomes for youth.



BACKGROUND

In 2005, Wisconsin 4-H Youth Development (4-HYD) initiated a statewide program evaluation of its Arts and Communication Program. The purpose of this evaluation was to determine the value for youth who participate in 4-H youth arts and communication activities. This outcome evaluation followed the 2004 evaluation of the 4-H Animal Science Program. Like the Animal Science Program, the Arts and Communication Program is one of the largest statewide 4-H programs, yet it had not been evaluated. State administrators and county educators wanted to know what difference the program makes for youth, what is working, and what areas need improving.

Arts have been an important part of the 4-H program since the early days of 4-H in Wisconsin. In the 1930's, College of Agriculture Dean Chris Christensen said he wanted to "Put the culture back in agriculture," paving the way for a statewide consolidated effort to deliver arts programs to rural and small Wisconsin communities. Since that time, the 4-H Arts and Communication Program has grown to include over 19,000 youth participating in over 80 different types of visual, performing, and communication arts from photography, weaving, and calligraphy to dance, theater, music, and creative writing and public speaking.

The core of the Wisconsin 4-H Arts and Communication experience takes place in county-based clubs, but numerous county-wide, regional, and state events provide broader opportunities. Six statewide arts teams add additional levels of training and experience for high school youth.

SECTION I: EVALUATION DESIGN AND METHODS

In fall 2005, a team was assembled of state specialists, county educators, and youth to design and implement the evaluation. The team reviewed research related to evaluating youth arts and communication programs and selected the Four Essential Elements of Positive Youth Development (Fig. 1) as the overarching framework for measuring outcomes. The Four Essential Elements has become the principle approach guiding the national 4-H movement (Cress, 2005). Youth who are exposed to these elements tend to do well in school, establish healthy outside interests, develop basic life skills, take responsibility, avoid risky behavior, and are more likely to become productive adults (Gambone, Klem, and Connell, 2002).

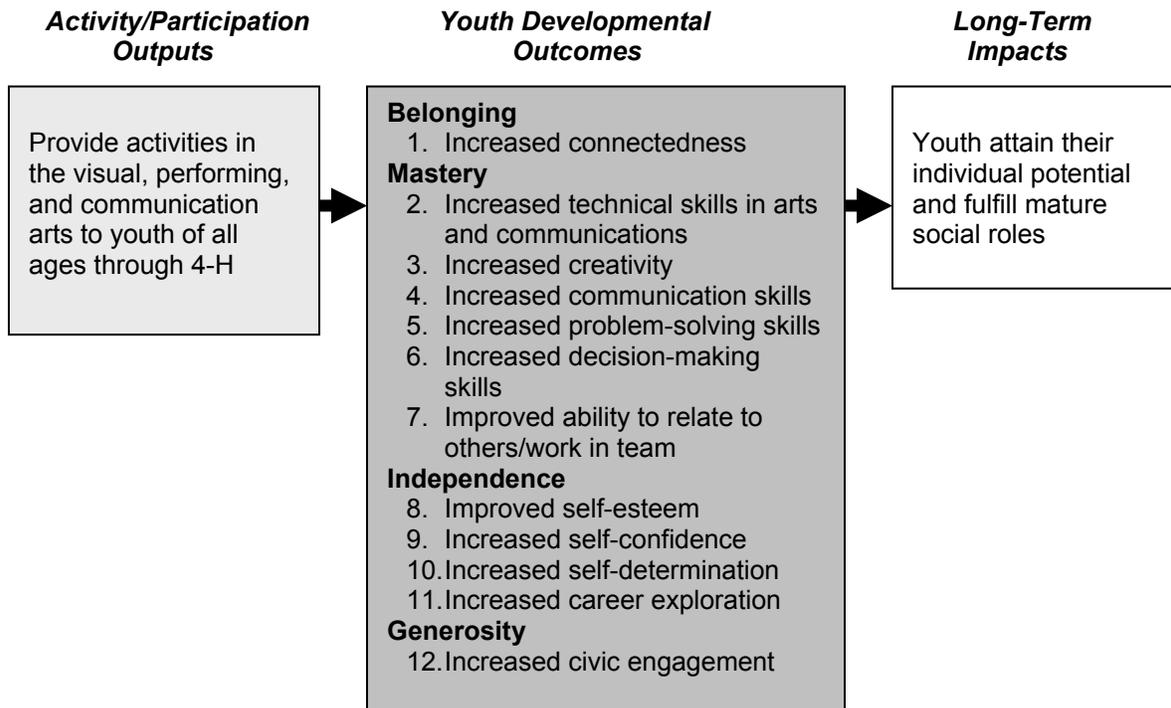
Fig. 1. Essential Elements of Positive Youth Development

Belonging Positive relationship with caring adult An inclusive environment A safe environment	Mastery Engagement in learning Opportunity for mastery
Independence Opportunity to see oneself as an active participant in the future Opportunity for self-determination	Generosity Opportunity to value and practice service for others



To define the program and focus the evaluation, the evaluation team created a simple logic model to illustrate the program’s theory of change (Fig. 2). Twelve outcomes were identified as the primary expected benefits for youth who participate in the Arts and Communication Program. These were clustered by essential element and linked to the long-term benefit for youth in terms of attainment of individual potential and social roles. Given the purpose of the 2006 evaluation, the evaluation team focused on measuring the 12 youth developmental outcomes and better understanding the link between participation in the program and these desired youth developmental outcomes.

Fig. 2. Abbreviated Logic Model: Wisconsin 4-H Arts and Communication Program



Three broad research questions guided the evaluation design:

1. What characterizes the 4-HYD program in arts and communications and who participates? What “is” the program and how does it contribute to the desired outcomes?
2. What benefits do youth gain from being involved in arts and communication projects in terms of the desired youth developmental outcomes as well as any other benefits?
3. What is unique about the 4-HYD Arts and Communication Program? How is it different from other arts and communication opportunities youth have?



Data Collection Methods

In order to answer the three broad evaluation questions as completely and accurately as possible, the team chose a mix of data collection methods:

- Use of existing records, program documentation, and participant databases to provide program background and description.
- Participant survey, administered to a statewide sample, to provide breadth and quantitative information about the extent to which the expected program outcomes are being achieved and uniqueness of the 4-H arts and communication experience.
- In-depth qualitative methods (focus groups, qualitative interviewing) to provide greater understanding and insights into different program situations, outcomes (both expected and other), and differences with other types of arts and communication experiences.

Quantitative Data Collection

Participant survey. The survey was designed to ask youth their own perspectives and opinions of benefits they gain from participating in the program – how they feel that the program has helped them and the changes they see as a result of participating in the 4-H Arts and Communication Program. Asking youth their own perceptions of benefits is consistent with the principles of positive youth development.

The literature review revealed that existing validated instruments and measures were not appropriate for the Wisconsin program experience and context. Thus, the evaluation team identified 2-4 indicators for each outcome to form items for the survey questionnaire (Appendix 1). The resulting questionnaire (Appendix 2) included 36 items to measure the outcomes of interest, four questions to explore the uniqueness of the Arts and Communication Program, and several questions about participant characteristics.

To be able to attribute the individual's assessment of benefit to the 4-H Arts and Communication Program experience, the outcome questions were prefaced with the phrase, 'As a result of participating in the 4-H arts and communication activity'

The survey questionnaire was provided as a mail or on-line survey and participants given the option to complete either. One follow-up mailing was sent to all participants to increase the response rate. The survey was administered by the state office during February-March 2006.

Sample and sampling strategy. The sample included youth with at least three years of participation in the 4-H Arts and Communication Program. As with the Animal Science evaluation, the desired youth developmental outcomes are only expected as a result of a given level and intensity of experience in the program, i.e., three years program participation.

Extension 4-H educators in all 72 counties were invited to participate in the survey. They were asked to provide a current participant mailing list of participants (minimum three years participation), explain and promote the evaluation locally, and do any necessary follow-up to ensure an adequate response. Educators in 44 counties volunteered to participate in the statewide



survey (Appendix 3). They provided names and addresses for 5,064 youth, ranging from 11 to 291 youth per county.

In order for each county to have local data to report, the sample needed to include a proportionate number of youth from each county; thus a statewide, random sample would not work. Given the need for local data and the practicalities of time and budget, the following strategy was taken: In counties of 50 or fewer participants, all participants were included; in counties with over 50 participants, a 20% random sample was taken. The total sample size for county participants included 1,193 youth across the 44 counties.

Fig. 3. Participating Counties



State team members have a different experience and intensity of participation so they formed a separate grouping. All 60 state team members on the 2006 roster formed the state team sample.

Response. In total, 743 youth completed and returned the survey questionnaire, of which 724 were useable and analyzed for this report (Table 1).

Table 1. Survey mailing and returns*

	# mailed	# returned	Response rate	# Useable surveys
County participants	1193	705*	59%	688
State team	60	38	63%	36
TOTAL	1253	743	59%	724

* Includes 58 web-based survey returns

Qualitative Data Collection

4-H Youth Development educators in six counties volunteered to participate in the qualitative data collection. Working in collaboration with the two state specialists, they determined specific questions of interest and data collection protocols including (1) focus groups with participants, (2) interviews with parents, and (3) interviews with alumni (Table 2). Each educator participated actively in the collection and analysis of the county-specific data during May-June, 2006.

Table 2. Qualitative data collection

	# counties	# participants
1. Focus groups	4	8 focus groups; 41 youth
2. Parent interviews	4	22 parents
3. Alumni interviews	2	19 alumni



Additional qualitative data came from three open-ended questions on the survey questionnaire.

Data Analysis

Survey data were analyzed using basic descriptive statistics while standard content analysis was used for the qualitative data. Further statistical analysis may be warranted to determine the merit of the selected indicators as accurate measures of the particular outcome.

County educator-state specialist teams worked together to analyze and interpret the qualitative data consistent with the participatory, capacity-building purpose of the evaluation. The draft report was circulated for review, comment, and discussion among the evaluation's key stakeholders and team members before finalization.

Human Subjects Review. The UW-Extension Human Subjects Protection Review Board approved the study. Documentation is on file in the Office of the Secretary of the Faculty and Academic Staff, UW-Extension, Madison.

Structure of the Report

Section I presents information from the document review, participant survey, and qualitative data related to evaluation question 1: *What is the 4-H Arts and Communication Program and who participates?* This section highlights program elements that characterize the 4-H Arts and Communication Program and contribute to reported outcomes, lending insight into “promising practices” for effective arts and communication programs.

Section II reports findings related to evaluation question 2: *What benefits do youth gain from being involved in Arts and Communication Projects in terms of the desired youth developmental outcomes as well as any other benefits?* This section summarizes findings from the survey and qualitative data. Because the state team respondents are different in their demographic characteristics and the intensity and scope of their arts and communication experience, findings related to value of participation for *project participants* and *state team participants* are discussed separately.

Section III addresses evaluation question 3: *What is unique about the 4-HYD Arts and Communication Program?* This section highlights aspects that appear to differentiate the 4-H Arts and Communication Program from school and other types of arts and communication activities. Again, the findings provide insight into the value and promising practices of effective out-of-school arts and communication programs.

Limitations of the Study

As with any program evaluation, this study has several limitations:

- The survey design is a single point-in-time collection of data based on self reports that have inherent biases. To mitigate this limitation, the study included other data collection methods (interviews and focus groups) and additional respondents (parents and alumni).



Asking youth to report their own perspectives respects their opinions and promotes positive youth development.

- Outcomes are often the result of multiple interacting factors. Some youth expressed difficulty attributing effects solely to the Arts and Communication Program.
- Alumni who had been active participants in the Arts and Communication Program were purposefully selected since it was expected that they would best remember and be able to discuss the value of their experience. Several, however, had difficulty remembering their project experience and separating it from other factors affecting their lives.
- Because youth are often involved in multiple 4-H program areas (arts and communication, and animal science and natural resources, for example) and because the tenets of 4-H (teamwork, mixed ages, adult-youth interaction, etc.) embed all areas, it is difficult to separate the Arts and Communication Program experience from the 4-H experience in general.



SECTION II: PROGRAM DESCRIPTION

What is the Wisconsin 4-HYD Arts and Communication Program and who participates?

4-H arts and communication activities are found in all 72 Wisconsin counties. In 2006, the program included over 86 projects distributed over three broad categories: visual arts, performing arts, and communications (see list in Table 3). Visual arts involve 49 different activities using various types of media, such as paper, fiber, clay, wood, and leather. Projects range from drawing and painting to metal enameling, leathercraft, ceramics, basketry, seed art, calligraphy, and photography, the most popular of all activities. Twelve projects in the performing arts allow youth to explore various types of performance, such as acting in a play, juggling, or clowning and at the same time teach youth the history and custom of the performing art. Communication projects focus on effective communication skills, including demonstrations, speaking, and creative writing.



Projects have standard curricula that adult leaders use to help youth develop their artistic selves, moving from beginning to advanced levels. Where a statewide project does not exist, youth can identify and develop activities to meet his or her own interests and skills, such as storytelling, folk art, or cultural dance. The variety of projects and activities and flexibility of the Arts and Communication Program are among its strengths, consistent with the principles of creativity and innovativeness. See Appendix 4 for a listing of the more popular projects with 50 or more counties participating.

County and state events. Besides the club or individual-specific projects, counties hold county-wide events and activities for training, sharing, and performance. Annual day-long festivals and creative arts days feature music, drama, art, speaking, and other arts where youth come together from across a county to learn new techniques, share ideas, perform, and have fun.



Table 3. Participation of survey respondents in 4-H arts and communication activities (n=743 youth survey respondents)

Visual Arts					
Photography	392	Clay Sculpting	37	Videography	12
Drawing/Painting	274	Stencil Painting	36	Print Making	10
Ceramics	141	Wearable Art	33	Plastercraft	9
Jewelry Making	113	Macrame	32	Felt & Furs	7
Celebrate Art	112	Glasswork	27	Metal Enameling	7
Tie Dying	86	Soap Making	26	Primitive Arts	4
Leathercraft	76	Fiber Arts	26	Sand Sculpting	4
Cross Stitching	62	Decorative Wreath	25	Seed Art	4
Basketry	58	Wood Burning	25	Textile Painting	4
Wood Art	58	Mosaics	24	Plastics	3
Candle Making	56	Palette of Fun	23	Tin Punch	3
Pottery	51	String/Wire Art	23	Tole Painting	3
Paper Art	50	Needlepoint	19	Rosemaling	2
Art in your Future	48	Block Printing	18	Punch Quilt	2
Rug Hooking	42	Weaving	17	Liquid Embroidery	1
Ornaments	40	Calligraphy	16		
Rubber Stamping	38	Decorative Boxes	16		

Performing Arts		Communication Arts		Other Arts Projects	
Music	199	Demonstrations	163	Scrapbooking	164
Theater Acting	131	Speaking	160	Computers	64
Dance	61	Creative Writing	109	Other	33
Clowning	11	Posters	96	Collections	31
Folk Arts	10	Communications	51	Decoupage	20
Theater Stagecraft	10	Sign Language	9		
Juggling	9				
Puppetry	5				
Yo-Yo	4				
Mime	3				
Theater Puppetry	2				
Theater Clowning	1				

County Events		State Teams		State Events	
Music Fest	116	Showcase singers	26	Art Camp	25
Drama Fest	115	Drama Company	17	Art Leadership Lab	24
Speaking Fest	82	Art Team	9	Foto Follies	3
Demonstration	54				
Other	50				
Art & Craft Fest	34				
Band Fest	33				
Chorus/Choir Fest	25				
Art Fest	20				
Creative Writing	19				



For many 4-H participants, the county fair is the culmination of a year's work in their projects. Judges provide them feedback on their work and youth display their work along with those of their peers before their family, friends, and the broader public.

You show off what you did. It's an achievement. I took the time to do this and now I'm getting acknowledged for it.

I love walking through fair and seeing how gifted people are.

In addition to the county events, a variety of state events are held each year.

- Arts Camp at Upham Woods for middle school students, grades 6-8, with different arts tracks each day in music, drama, visual arts, photography, communications, and juggling.
- Wisconsin State Fair formal demonstrations where youth present a prepared formal demonstration (speech with props) of 10 minutes.
- Wisconsin State Fair activity stations with hands-on activities in the visual arts, sewing, woodworking, and other creative activities.
- Wisconsin State Fair music and drama performances including mini-performance acts, as well as music and drama groups.
- Foto Follies that involves statewide training for youth and adult photography leaders and county fair photography judges.
- 4-H Arts Leadership Lab weekend for adult and youth leaders in high school interested in leading arts and communication activities in their clubs and communities.
- 4-H Art-Beat at Upham Woods for youth in grades 3-5.
- Family Art Camp.

State teams. A unique aspect of the Wisconsin 4-H Arts and Communication Program is the opportunity, as a high school-aged youth, to participate in a state team to learn and study the art with an adult advisor and contribute to a state event. Cost of participation in the teams ranges from \$200 to \$675 with scholarship funds and mini-grants available for those who qualify.

- Art Team (10-15 youth) creates a large public art piece and plans the annual Youth Art Exhibit at the Wisconsin 4-H and Youth Conference. They provide exhibit tours, teach seminars, and train to be a peer leader for county and regional events.
- Drama Company provides opportunity for youth to serve as theater ambassadors at the annual Youth Conference and share their skills through performance and teaching seminars. There were 22 participants in 2006.
- Showcase Singers is a renowned youth vocal group of about 30 youth that performs show choir music at Wisconsin State Fair and Youth Conference.
- Press Team consists of 12-15 high school aged photographers who record Youth Conference events, including group and state team photos and a conference PowerPoint presentation.
- Technology Team of eight members develops and maintains a web site for State 4-H and Youth Conference.



The value of the state team experience was captured in one parent interview:

Drama team is the single most important thing that has impacted [name of son]. It turned him into a leader in one year. This opportunity changed him from a shy, reserved kid to one who was outgoing and willing to speak up within a group setting. He developed the abilities to plan, implement, and teach a whole track at arts camp. That he displayed a high level of energy while teaching multiple sessions in one weekend for a teen is tremendous. He has opened up to others and has been able to find opportunities in the community to feed his interests. He is involved in both campus and community theater and drama groups and has sought out employment related to this interest.

Who participates in the 4-H Arts and Communication Program?

In 2006, over 19,000 individual youth participated in one or more arts and communication projects. Slightly more of these youth fall within the middle school grade range, grades 6-8 (Table 4).

Table 4. Grade distribution of youth participants (2006 state data base)

Grade	Number		Grade	Number	
Kindergarten	17	31%	9	1873	30%
1	35		10	1550	
2	85		11	1379	
3	1401		12	945	
4	2097		Post high school	445	
5	2302	36%	Special	32	
6	2426		Not indicated	47	
7	2302				
8	2134		Total	19,070	

Many youth enroll in multiple activities during the year. For the survey respondents, the majority participate in 2-7 projects (Table 5).

Table 5. Number of projects in which youth participate (survey sample)

# of project activities	# of youth participating	Percentage
1	63	9%
2-4	263	40%
5-7	170	26%
8-10	82	12%
11-15	51	8%
16-20	19	3%
Over 20	16	2%



Overall, counting all activities and events (speaking contests, music fests, as well as project activities), the Wisconsin 4-H Arts and Communication Program had an enrollment of over 41,000 youth participants in 2006.

A glimpse at who participates: The survey respondents

Seven hundred and twenty-four youth from 44 counties participated in the survey representing both project participants (n=688) and state team members (n=36). Several questions asked about their personal characteristics. These data provide a glimpse into who participates in the 4-H Arts and Communication Program and, more importantly, describe the survey respondent (see Appendix 5), i.e., those participants with three or more years experience in the program.



- Two-thirds of participants live in the country. Nearly one-quarter classify their home locale as small town. Few are from the suburbs or city.
- A slight majority of the project participants are middle school age; 47% are 15 years or older. All the state team members are high school students, a prerequisite for participation in a state team. Nearly 60% of the project participants and state team members have participated for five or more years. More state team members (20%) have participated for nine years or longer.
- Girls are more likely to participate than boys. For both groups, girls comprise over 70% of the participants. Project participants and team members are overwhelmingly European American.

Why is the 4-H Arts and Communication Program so popular?

For some 4-H youth development educators, the Arts and Communication Program is the largest 4-H program in their county. Educators asked the question, why is it so popular? The qualitative data provide some answers:

- Youth can start 4-H Arts and Communication projects at a younger age than other 4-H projects (e.g., Animal Science Projects). *My cousins were in 4-H when I was little. They got me involved; we were little so I couldn't do animals so I started with arts and crafts. I couldn't be in sports until 4th grade; arts and crafts is where it all started.*
- Youth can do things at a younger age than what is available in school. *I like to act but I can't act until 9th grade in school so I joined 4-H.*
- 4-H Arts and Communication provides opportunities to engage in creative activity within the 4-H club context, not otherwise available in the community or school or for home-school youth. *Showcase has given me an outlet to performing I would have otherwise missed. Because of the size of my school, I was never given the opportunity to sing in a show choir.*
- 4-H Arts and Communication activities help prepare youth for their futures (e.g., public speaking). *4-H drama helps us be more qualified when we do get to the point where we can try out in high school.*



- Youth like arts and crafts – they are *fun, easy*.
- There is choice and variety in activities.
- Youth can do many projects/activities alone. They are not reliant on others or particular resources.
- 4-H Arts projects complement school arts activities. Many youth further develop and enter their school arts projects in the county fair.
- Youth want to be able to show at the county fair; they enjoy the opportunity to perform and display their work in public. Several mentioned the prizes but more frequently youth talked about the social aspect, recognition, and sense of pride that comes with showing at county fair.
- 4-H Arts and Communication provides another outlet for youth to develop and express their interests and talents, above and beyond what is available in school.
- Family and friends often participate together in Arts and Communication Projects that build and reinforce friendships and family ties.

Why do youth get involved in the 4-H Arts and Communication Program?

Besides the above mentioned items, there are a variety of people and factors that contribute to youth getting involved in the 4-H Arts and Communication Program. Younger youth most frequently mentioned their parents (particularly mothers) as the reason for their participation, indicating the influence and importance of parents in youth choices. The role that a parent, relative, friend, or neighbor plays in youth being involved in 4-H was striking. Several youth, who became involved as older youth, cited their interest in the arts and their desire to find an outlet for their arts and leadership development. During the interviews, youth mentioned the following as influencing their decision to become involved in 4-H Arts and Communication:

1. Their parents encouraged their participation.
2. Their older siblings were participants.
3. They had a relative (cousin, aunt) or neighbor who was a volunteer leader.
4. They had a friend or neighbor who participated.
5. They had an interest in music, art, drama, or communications.
6. They wanted to have a project to show at the county fair.
7. They had the desire to teach and share an existing hobby with others.
8. They were looking for additional opportunities to develop their technical and leadership skills within arts and communication.

What characterizes the 4-H Arts and Communication Program and how does it contribute to desired outcomes?

The study results revealed a number of 4-H Arts and Communication Program characteristics that appear to contribute to the outcomes achieved, including the following:

- Variety of activities and opportunities
The Arts and Communication Program was characterized as having numerous and varied projects and activities from which to select. Youth felt that they had choices not available at school or elsewhere in the community that gave them the opportunity to explore various mediums, to find a suitable fit, and to express themselves in different



ways. There was flexibility in how they could work: individually; with a mix of others; or as a total club.

- Volunteer leaders

Youth and parents consistently mentioned and praised the 4-H volunteer leaders who provided technical expertise in a wide range of arts activities – from photography to basketry. They provided the relationships and support that encouraged youth to stay engaged and to improve their work year after year.

Volunteer leaders in the county and with the state teams have impacted our youth. They do more than just teach the project skills. They have taught youth how to enjoy their work, how to relate to adults, how to work with one another, and how to show that they care about one another. Providing an opportunity for a child to experience new things with a trusting adult is so important.

It's welcoming; the leaders draw you in. You want to learn more. They make it interesting.

Leaders are our biggest impact. They help us out with all our projects; critique it; help us get better; help me get a better placement at fair.

- Mixed-age groupings

The wide age range of youth in the 4-H Arts and Communication Program was credited with providing more experienced youth opportunities to teach in club and project meetings while providing important role models and relationships for younger members. Many of the 4-H members talked of their participation in county, multi-county, and state events that gave them access to youth and adults beyond their communities with similar interests and who provided them with support and learning.

They incorporate so many kids from so many different ages. In school you only deal with people your own age. But, in 4-H you interact with so many different ages from adult to little kids; you learn to get along with others.

- County fair: Competition; judging; social recognition

Fairs and other public events provided opportunities for members to receive constructive criticism and feedback on their work that led to further mastery. Youth reported that they found the public performances and events motivating and fun, and offered them the opportunity to be recognized and connected with their communities.

- Self-determination and voice

Youth consistently reported that they felt engaged and were responsible for decisions related to their arts and communication activity. They selected projects and activities, decided how much time and effort they expended, and sought support when needed from 4-H volunteers, staff, and outside resources to meet their individual and club needs. They felt that they were in charge and reaped the satisfaction of their own accomplishments that helped build their motivation, confidence and decision-making abilities.



- Supportive climate
The 4-H Arts and Communication Program was characterized as supportive and friendly. This support enabled them to take risks and try new things. Many youth contrasted their 4-H experience with the competitiveness and peer culture of school.
- Accessibility
Because youth could start in the 4-H Arts and Communication Program at an early age, it was the entry point for many into 4-H. Many spoke of the opportunities afforded them that were not available in their schools or communities.



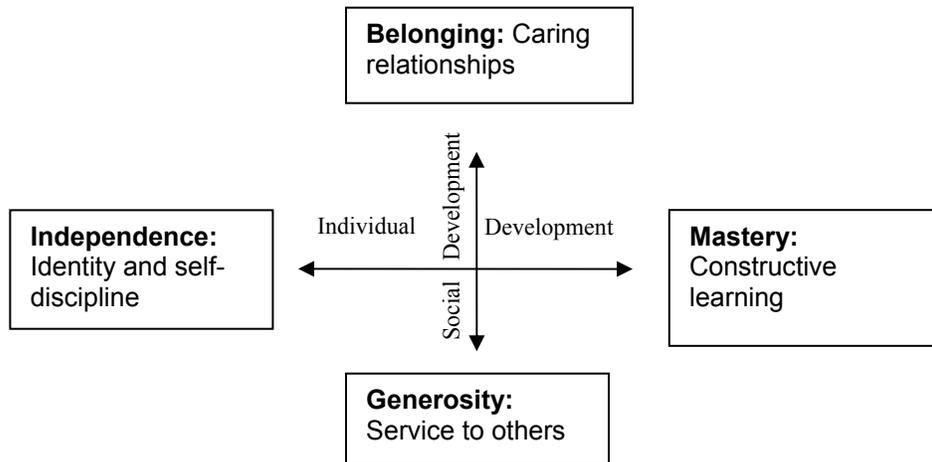
SECTION III: VALUE FOR YOUTH PARTICIPANTS

What benefits do youth gain from being involved in the 4-H Arts and Communication Program?

Both the quantitative and qualitative results show benefits for youth in all Four Essential Elements – belonging, mastery, independence, and generosity – but the Arts and Communication Program had the strongest outcomes in the areas of mastery and independence. In mastery, the strongest results were related to technical and communication skills development. In independence, the strongest results appeared related to increased self-confidence and self-determination. Youth participants experience opportunities to make decisions about their involvement, build skills, and express their creativity, all of which produced powerful outcomes of increased independence and mastery. Many of the outcomes related to belonging and generosity, while strongly experienced by Arts and Communication Program participants, may emanate from elements of the 4-H program, in general, rather than from the specific arts and communication experience.

The Four Essential Elements can be characterized as relating to individual and social developmental outcomes (Fig. 4).

Fig. 4. Four Essential Elements related to individual and social development



For the 4-H Arts and Communication Program, the strongest results lie along the horizontal axis representing individual development outcomes – mastery and independence. The vertical axis reflects social development outcomes. Each pair on the axis is mutually reinforcing. Mastery and independence are related by the increasing sense of self-efficacy and initiative that comes with competence and engagement in tasks and learning that, in turn, builds identify and self-determination. Likewise, belonging that includes interpersonal, caring relationships, is both a support to and a product of pro-social actions like generosity.



The survey questionnaire provides quantitative results while the qualitative data bring meaning to those results and provide insights into additional outcomes that youth gain from participating in the 4-H Arts and Communication activities. The quantitative survey isolated and sought to measure each outcome variable individually. The qualitative results show synergies and interrelationships among the outcomes. It is often not just one but the interaction of outcomes within a positive program environment that creates the greatest benefit.

ESSENTIAL ELEMENT: Mastery – Constructive Learning Experiences

Mastery relates to a variety of important physical, intellectual, and social aspects of youth development. For the Wisconsin 4-H Arts and Communication Program, six specific mastery outcomes were defined with indicators and survey questions designed to measure each from the youth participant perspective.

Mastery Outcomes	Indicators - Survey Questions
Increased technical skills	Increased skill in the performing, visual or communication arts Know how to prepare for an arts or communication demonstration Understand role of art and/or communication in society
Increased creativity	Try to think about or try to create things in new ways Comfortable doing creative activities Feel okay when make mistakes Confident that I can express myself through the arts or in communication
Increased communication skills	Able to make others understand you Comfortable when talking about art/communication activity with judges or critics Comfortable helping younger or less experienced people with arts and communication projects
Increased problem-solving skills	Consider multiple solutions when faced with a challenge Comfortable working on challenging problems Seek the opinion of others when working on a difficult task
Increased decision-making	Confident to make good decisions about my art or communication activities Discuss decisions you make with others Think about choices before making a decision Take responsibility for your decisions
Increased ability to relate to others/work in a team	Understand point of view of others Able to let others know how you feel when working in a group Able to find a solution when group members disagree on something Get along with people who have different interests and opinions

In the following section, survey findings are discussed along with the qualitative results for each mastery outcome. Participants consistently reported positive improvements across all six of the mastery outcomes. The strongest results relate to the development of technical skills, creativity,



and communication skills. Slightly lower survey results and fewer qualitative remarks spoke specifically to problem-solving, decision-making, and team work. One exception was the very strong benefit that state team members reported in development of their teamwork skills resulting from their state team experience. Across all the measured outcomes, higher results were consistently reported by state team members, aligning with the greater intensity and scope of the state team experience.

1. Mastery Outcome: Increased Technical Skills

Technical skills refer to knowledge, understandings, and abilities to produce and/or perform in the visual, performing, and communication arts. Skills are gained through project meetings; assistance from skilled resource people; opportunities to practice; feedback from peers, leaders, and judges; and opportunities to teach others. Developing competency in the technical knowledge and skills of the arts and communication field increases self-confidence and interest in learning more.

As seen in Table 6, over 80% of the survey participants feel they have increased their technical skills and know how to prepare for a demonstration as a result of participating in the 4-H Arts and Communication Program. Sixty-four percent self-reported an increase in understanding of the role art and/or communication plays in society. The one-quarter who reported ‘don’t know’ may indicate an area for programmatic improvement, if this is a desired program outcome.

Table 6. Technical skill development resulting from program participation

<i>As a result of participating...</i>	YES	NO	Don't know
I have increased my skill in the performing, visual, or communication arts	83%	6%	11%
I know how to prepare for an arts or communication demonstration	82%	7%	11%
I have a good understanding of the role of art and/or communication in our society	64%	11%	25%

For the reporting state team members, the results are higher (Table 7). Nearly all of these participants (92%) self-reported increases on all three indicators of technical skill development.

Table 7. Technical skill development as reported by state team members (n=36)

<i>As a result of participating...</i>	YES	NO	Don't know
I have increased my skill in the performing, visual, or communication arts	92%	3%	5%
I know how to prepare for an arts or communication demonstration	92%	3%	5%
I have a good understanding of the role of art and/or communication in our society	92%	0	8%

Findings from the qualitative data provide additional insights about technical skill development in the 4-H Arts and Communication Program:



Importance of opportunities to learn and teach. Youth consistently talked about the opportunities they have had to learn from project leaders and other experts, practice on their own, and teach others. They attributed their own skill development to these opportunities. They particularly stressed the aspect of teaching others as significant in reinforcing and building their own skills and developing their own self-confidence. Various respondents noted that teaching others was more a part of their 4-H arts and communication experience than their experiences in school or private lessons.

Appreciation of quality. Youth also talked about what it takes to master an art form. They talked about the quality of their own projects relative to the patience and learning it takes to create a quality product and the sense of self-worth they gained from diligence, focus, and trying to do their very best. As one member said: *Now I think I know how much time it took a person to do something. Before I just looked at it.*

Value of constructive criticism and feedback. An unexpected and strong finding was the importance youth attribute to judging at county fair and its contribution to their skill development. From one youth, *You get techniques from the judge and other people. You might try harder the next time.* The fair motivated them to produce things in a timely manner and the competition spurred them to work hard to create a quality project. In addition, the opportunity to submit a similar project the following year gave them opportunities to improve techniques and to continue to build competence over time. Another youth commented: *You can improve yourself by constructive criticism. If you have a job and they tell you next time you can do this, you can take it and see where they are coming from and improve it.*

Various youth reflected on their ability to seek out, accept, and value criticism and improve their skills as a result. Youth talked about their abilities to prepare, present, and communicate about their project to judges, adults, and peers and learn and improve from the feedback and interaction.

When you have to hand your project up to the judge and say, 'Yeah, I could have done that better,' you're still confident about it. It gives you confidence to take criticism.

– 4-H Member

Importance of expert guidance. Along with the previous item is the importance of having expert guidance in developing their technical skills. Experts in various visual and performing arts – basketry, quilting, photography, woodworking, and drama – are tapped to serve as resources and project leaders. In some instances, older, more technically-skilled youth serve as the “leaders” of the less experienced. It became clear from the site visits and qualitative data analysis that arts and communication project work and technical skill advancement are largely dependent upon the availability of local resources, including volunteers to serve as project leaders. In counties or situations where technical expertise is not available, youth have fewer opportunities for learning and advancement in the 4-H Arts and Communication Program. Also, several youth mentioned that the volunteer leadership may change from year to year which alters what is available. Various youth felt that their school art and music programs offered more professional instruction but that they were more structured and prescribed and did not offer the same levels of creativity and flexibility.



2. Mastery Outcome: Increased Creativity

As an Arts and Communication Program, development of creativity is a primary expected outcome. Creativity helps youth express their thoughts and feelings, and contributes to their problem-solving ability, academic achievement, and esthetic appreciation of the arts and culture.

For the measures of creativity, the survey results were strong and consistent. Nearly all respondents reported that the program helped them ‘sometimes’ to ‘almost always’ on each of the four indicators of creativity (Table 8). The highest results were reported in terms of being ‘comfortable doing creative activities’ with 62% reporting, that as a result of the program, they were ‘almost always’ comfortable doing creative activities. Perhaps not surprisingly, fewer youth reported feeling ‘okay when I make mistakes.’ This item reflects the desired outcome that youth can accept mistakes and move on as an important indicator of creativity.

Table 8. Creativity outcome resulting from program participation

As a result of participating...	Almost never	Some-times	Usually	Almost always	Don't know
I am comfortable doing creative activities	2%	9%	26%	62%	1%
I feel confident that I can express myself through the arts or in communications	3%	20%	33%	40%	5%
I try to think about or try to create things in new ways	2%	32%	33%	30%	3%
I feel okay when I make mistakes	6%	31%	39%	23%	1%

The one thing that sticks out in my mind as amazing is quilling. It ends up looking really neat. I looked at it at an arts fair here. It looks ornate but it's so simple. I just looked at someone else's project and said, 'I want to do that.' So I did it.

[Photography] is my form of art. I've never been artistic except in music and photography. When I see something like a lake; other people can draw it or paint it but I can take a different form of picture of it; that's my way of showing my artistic thing.

Dairy is specific – cows have to be exactly squared up; properly groomed. There is a wrong way to do things. In art there is no wrong way. You can color outside the lines.

– 4-H Member

Entering art in the county fair has made me not worry so much about what other people think about my work. I'll take into consideration what they say, but most of it's opinion. They can have their own style through photography and I can have mine through sketching.

State team members reported similar but slightly higher results with over 90% feeling “usually” or “almost always” comfortable and confident in doing creative activities and expressing themselves through the arts or in communications (Table 9).



Table 9. Creativity outcome as reported by state team members

As a result of participating...	Almost never	Some-times	Usually	Almost always	Don't know
I am comfortable doing creative activities	6%	0	22%	69%	3%
I feel confident that I can express myself through the arts or in communications	0	3%	11%	81%	6%
I try to think about or try to create things in new ways	0	14%	36%	44%	6%
I feel okay when I make mistakes	8%	19%	50%	22%	0

Additional findings from the qualitative data further clarify the creativity outcome:

Importance of choice and variety. Youth and parents frequently talked about the value of having numerous and varied projects and activities from which to select. Choices gave them the chance to explore various mediums, to find a suitable fit, and to express themselves in different ways. It opened their eyes to new ideas and expressive channels that otherwise they would not know.

I don't take art in high school. They're more focused on painting and drawing. They don't do as many things as we do at fair, which is why you see so many things coming in for cultural arts. Kids see an opportunity to do something different than painting and drawing. Like soap making and candles. You wouldn't do that at school, but I tried it because it looked like fun. I wouldn't have ever done that at school in art class.

Development of own creativity. A related finding from the qualitative data was the extent to which youth spoke about the control they had over their projects that led to the development and appreciation of their own creative self. They were able to try different things, do things in their own way, and let their own creative expression flourish. These comments were often contrasted with school programs that were seen as more structured and teacher-determined without fostering the same sense of personal creativity.

4-H is more yourself; you don't have guidelines like in school. In school you have guidelines – do this and this. In 4-H, you have different categories. You can choose or make your own categories. You can make what you choose to make.

You can be creative; you get to do things your own way.
– 4-H Member

The kids can go on their own and decide what they want to do; they can do things outside the box. Doing improv [improvisation] gave [child's name] a way to express himself that school plays do not. (Parent interview)



3. Mastery Outcome: Increased Communication Skills

Helping youth improve their communication skills is a fundamental part of 4-H youth development programs. Three measures of communication skills, relevant to the Arts and Communication Program, were included in the survey.

Over 70% of the youth reported “usually” or “almost always” on the two items that asked specifically about their art or communication activity (Table 10). While the results are slightly lower for the third item, “able to make others understand you,” 88% of the responding youth reported that the program had helped them to some extent.

Table 10. Communication skills as reported by project participants

<i>As a result of participating...</i>	Almost never	Some-times	Usually	Almost always	Don't know
I am comfortable when talking about my arts and communication activity with judges or critics	6%	18%	32%	40%	5%
I am comfortable helping younger or less experienced people with their arts and communication projects	4%	15%	25%	52%	4%

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To be able to make others understand you	7%	34%	35%	19%	5%

As found for all outcomes, the results for the state team members are higher (Table 11). Nearly 90% gave high marks for the first two items and all but two youth reported that the program helped them be “able to make others understand them.”

Table 11. Communication skills as reported by state team members

<i>As a result of participating...</i>	Almost never	Some-times	Usually	Almost always	Don't know
I am comfortable when talking about my arts and communication activity with judges or critics	0	6%	25%	69%	0%
I am comfortable helping younger or less experienced people with their arts and communication projects	0	8%	19%	69%	3%

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To be able to make others understand you	0	17%	37%	46%	5%



Increased ability to speak in public. Not covered in the survey, but one of the strongest results from the qualitative analysis was the extent to which youth mentioned skill development in public speaking and the importance they attributed to being able to speak in public. In the words of one, *Public speaking is really something you need.* Youth consistently mentioned the opportunities 4-H provided for them to learn, practice, and become confident in public speaking. They talked about the 4-H atmosphere that encouraged them and made them feel comfortable and supported to speak in front of others.

When I was younger, I never liked to speak in public. But I did a couple of speech contests and I'm more comfortable now.

The older kids encouraged me – I really didn't like to speak; I was so shy but public speaking is so important.

I used communications I've learned in 4-H when I speak in front of people – now, I know how to talk to people.
– 4-H Member

In 4-H, you have to get up and share in front of others. It is harder to speak in front of people you don't know than people you do know. At a 4-H county event, you have to speak in front of people you don't know – that's really good because you need to be able to learn how to speak in front of people you don't know. In school, it's in front of your friends or people you know.

Other communication-related outcomes were identified from the qualitative analysis. Youth and/or parents said that the program had made a difference in terms of their:

- ability to communicate with and teach younger youth;
- ability to communicate with judges and critics;
- ability to communicate with adults, in general;
- ability to listen and pay attention.

4. Mastery Outcome: Increased Problem Solving Skills

Three items measured the extent to which the arts and communication activities are helping youth develop mastery in problem-solving. Increases were reported on all three measures for program participants (Table 12) and state team members (Table 13). Perhaps, most noteworthy are the results reported for the item, 'seek the opinion of others when working on a difficult task' – an important component of problem solving throughout life. During the qualitative interviews, youth repeatedly mentioned the opportunities they had for interacting with judges, peers, adult leaders, and other experts to seek advice and input as they worked on their arts and communication activities. While this outcome may be inherent in the 4-H experience, in general, it was consistently reiterated as part of the arts and communication experience. Parents spoke of the skills their children had developed in meeting deadlines and retrying things in different ways until they succeeded.

You're a lot more independent in 4-H. You don't have a teacher right there to ask 'OK, what do I do next?' You're going to have to problem solve and figure it out.
– 4-H Member



Table 12. Problem-solving skills resulting from program participation

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To consider multiple solutions when faced with a challenge	5%	31%	35%	24%	5%
To be comfortable working on challenging problems	6%	31%	34%	24%	4%
To seek the opinion of others when working on a difficult task	4%	30%	37%	25%	4%

Table 13. Problem-solving skills reported by state team members

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To consider multiple solutions when faced with a challenge (n=35)	3%	14%	40%	43%	0
To be comfortable working on challenging problems (n=35)	0	14%	31%	54%	0
To seek the opinion of others when working on a difficult task (n=35)	0	6%	40%	54%	0

5. Mastery Outcome: Increased Decision-Making Skills

The data also show that the 4-H Arts and Communication Program helps youth build important decision-making skills (Tables 14 and 15). Of the five items, the highest results were reported for the item, *take responsibility for your decisions*. Nearly 70% of the project participants and 80% of the state team members said that the program had helped them ‘quite a bit’ or ‘a great deal’ in taking responsibility for their decisions. One question asked about their art/communication project specifically. Over 80% of the project participants and 94% of the state team members are ‘usually’ or ‘almost always’ confident that they can make good decisions about their art/communication activity. This result links to other findings from this study relative to the nature of the 4-H program environment that contributes to the reported outcomes. The 4-H Arts and Communication Program environment empowers youth to take responsibility for their own projects, to seek the advice and guidance of others, and to develop their own inner creativity.

Table 14. Decision making skills resulting from program participation

<i>To what extent has participating helped you...</i>	Not at all	Somewhat	Quite a bit	A great deal	Don't know
To take responsibility for your decisions	3%	24%	36%	33%	3%
To discuss decisions you make with others	5%	33%	39%	20%	3%
To think about choices before making a decision	3%	28%	36%	28%	3%
To think about what might happen because of the choices you make	5%	34%	33%	25%	3%



<i>As a result of participating...</i>	Almost never	Sometimes	Usually	Almost always	Don't know
I am confident that I can make good decisions about my arts or communication activities	2%	13%	42%	40%	4%

Table 15. Decision-making skills reported by state team members

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To take responsibility for your decisions	3%	6%	43%	46%	3%
To discuss decisions you make with others	0	6%	51%	40%	3%
To think about choices before making a decision	0	18%	38%	44%	0
To think about what might happen because of the choices you make	3%	20%	40%	34%	3%

<i>As a result of participating...</i>	Almost never	Sometimes	Usually	Almost always	Don't know
I am confident that I can make good decisions about my art or communication activities	0	0	36%	58%	6%

Increased ability to manage time appropriately. Another outcome, not measured by the survey, was highlighted during the qualitative data collection. Various parents and youth mentioned improvements in time management as a result of participating in the 4-H Arts and Communication Program. Parents, in particular, spoke about youth being better able to meet deadlines, fulfill obligations, and manage multiple activities, including finishing their homework.

6. Mastery Outcome: Increased Ability to Relate to Others/Work in a Team

Helping youth be prepared to work with others is a desired outcome of the Arts and Communication Program and is a fundamental aspect of the state art teams. Improvements on all four items measuring this outcome were reported (Table 16), but for the project participants, these results are slightly lower than found for the other mastery areas previously discussed. This might be attributed to the individual nature of many of the arts and communication activities. Also, in smaller and more rural counties, it may be difficult for a group of youth to come together with the same interest to work on a particular arts or communication project. Thus, many youth may not actually be working in a team or developing these skills as participants in the program.



Table 16. Teamwork skills as reported by project participants

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To understand the point of view of others	4%	31%	38%	23%	4%
To be able to let others know how you feel when working in a group	7%	35%	34%	19%	4%
To be able to find a solution when group members disagree on something	9%	35%	31%	20%	5%
To get along with people who have different interests and opinions	4%	26%	37%	30%	3%

In contrast, the findings are strong and clear for the state team members. On all four indicators of teamwork, all of the responding team members indicated a certain level of increase and over 80% said the state team experience helped them “quite a bit” or “a great deal” (Table 17). A primary purpose of the state team experience is teamwork. Youth from different parts of the state come together to form and function as a team to accomplish a common goal. The members learn and practice important team building skills in the process, including the importance of supporting each other. These results would indicate that the program is meeting its goal of building teamwork skills.

Table 17. Teamwork skills as reported by state team members

<i>To what extent has participating helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To understand the point of view of others	0	17%	43%	40%	0
To be able to let others know how you feel when working in a group	0	14%	46%	40%	0
To be able to find a solution when group members disagree on something	0	15%	35%	50%	0
To get along with people who have different interests and opinions	0	9%	46%	40%	3%

ESSENTIAL ELEMENT: Independence – Identity and Self-Discipline

Helping youth to practice and build leadership and self-discipline are cornerstones of 4-H. Independence means greater power and influence that goes hand-in-hand with responsibility for decisions and actions. As one of the Four Essential Elements, independence is the opportunity to build a sense of personal efficacy that includes self-determination and seeing oneself as an active participant in the future.



Three independence outcomes relevant to the 4-H Arts and Communication Program were identified by the evaluation team, with questions designed to measure each.

Independence Outcomes	Indicators - Survey Questions
Self-esteem	To feel good about yourself To like the way others see you
Confidence	I am comfortable performing in front of others I feel strong enough to handle difficult situations
Self-determination	To develop your motivation to do your best To be able to solve problems on your own

A fourth area, career exploration, was included since part of the 4-H experience is to help youth explore and be ready for their adult role.

Career exploration	I am thinking about a future career related to visual, performing arts or communication arts
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Independence Outcomes: Increased Self-esteem, Confidence, Self-determination

Survey results for the over 600 project participants are seen in Table 18. For the three independence outcomes – self-esteem, confidence, and self-determination – the vast majority of the youth respondents credited the program with helping them develop and feel more independent. Over 65% of the youth reported that the program helped them ‘quite a bit’ or ‘a great deal’ in all the measured items of self-determination, self-esteem, and confidence. Of particular note are the items under self-determination and self-esteem. Over 76% of the youth reported that the arts and communication activity helped them ‘quite a bit’ or ‘a great deal’ develop their motivation to do their best and 74% said the program helped their self-esteem, ‘to feel good about yourself.’ These findings were stressed and reiterated during the qualitative interviews. As parents commented:

He can express himself – he has gained a sense of pride and accomplishment.

It has been an extremely positive experience; he’s gone from a shy person to a confident person.



Table 18. Independence outcomes as reported by project participants

<i>To what extent has participation helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
Self-determination					
To develop your motivation to do your best (n=676)	2%	19%	35%	41%	3%
To be able to solve problems on your own (n=678)	4%	23%	37%	32%	3%
Self-esteem					
To feel good about yourself (n=678)	2%	21%	35%	39%	2%
To like the way others see you (n=675)	6%	25%	36%	29%	4%
Confidence					
I am comfortable performing in front of others (n=682)	10%	24%	29%	36%	1%
To feel strong enough to handle difficult situations (n=678)	5%	24%	37%	31%	3%

Again, the results are even stronger for state team members. Eighty-five to 94% of the state team respondents reported that their experience had helped them ‘quite a bit’ or ‘a great deal’ on all the indicators of self-determination, self-esteem, and confidence (Table 19). The highest results were reported for ‘feel good about myself,’ ‘develop your motivation to do your best,’ and ‘feel strong enough to handle difficult situations.’

Table 19. Independence outcomes as reported by state team members

<i>To what extent has participation helped you with...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
Self-determination					
To develop your motivation to do your best (n=34)	0	12%	35%	53%	0
To be able to solve problems on your own (n=34)	0	15%	32%	53%	0
Self-esteem					
To feel good about yourself (n=35)	0	6%	34%	60%	0
To like the way others see you (n=35)	3%	14%	20%	60%	3%
Confidence					
I am comfortable performing in front of others (n=36)	0	14%	22%	64%	0
To feel strong enough to handle difficult situations (n=36)	0	11%	31%	57%	0

The qualitative data were extensive and rich related to these programmatic outcomes. Of the Four Essential Elements under study, the most comments from the interviews were made related to independence. From these data, the following additional themes were highlighted. All link to the important outcomes of self-esteem, self-determination, and confidence.



Increased pride and sense of self-worth. Youth reported feeling good about themselves and their projects. They mentioned the amount of hard work, discipline, and time management it took to create a project and participate in county fair. Various youth commented on the self-worth they gained from diligence, focus, and trying to do their very best. They commented on the pride they take in their accomplishments, appreciating the opportunities to share their work with family, friends, and the general public. Many attributed the public nature of the county fair and the resulting recognition they received as helping to build and/or solidify their self-esteem.

It gives you confidence when you put a lot of effort into something and it pays off...that gives you confidence, so you are really gaining confidence.

– 4-H Member

I like to show off my work – it makes me feel good.

You get a sense of pride when you see something you worked hard on with a ribbon.

I come out with a result that I want to keep and want to look at.

It [county fair] pushes me to get my project done; I want it to be really good; you get to see others' projects and see mine there – "Hey, that's mine."

He likes the projects he makes and uses them as gifts. He gets positive feedback which encourages his self-esteem. (Parent)

Increased attention to diligence and hard work. Youth noted that challenging themselves in arts and communication activities helped them to develop the diligence and an ethic to work hard and be motivated to excel.

It helped me push myself in sports; like this year I really pushed myself the hardest.

When you work for weeks and months and then they get first, or maybe grand champion, not only is it the pride that you beat everyone else there, but all sorts of people are going to see your stuff...it all goes back to the work you've put in it.

Leadership opportunities. A recurring theme in the qualitative data was the increased leadership skills that youth demonstrate as a result of their involvement in the 4-H Arts and Communication Program. Youth and their parents frequently remarked on the leadership opportunities available and changes in youth leadership abilities as a result of these opportunities.

Increased people skills. Many youth related how the Arts and Communication Program had helped them develop important people skills and overcome shyness, resulting in greater confidence.

I think my projects have made me less shy...through getting to know people. It opens you up for speech classes, gets you to step out.



This part of 4-H, this is where I learn all my people skills and responsibility; if you have shyness, as soon as you enter 4-H, especially this part – communications – you really can't be shy anymore. You meet a lot of people. It's a really good learning experience and it helps people. I know 4-H has made me who I am and especially this part of it. It helps make you a better person.

Various youth spoke about the opportunities they had to interact with mixed ages and adults, including opportunities to practice public speaking that contributed to their self-confidence. Interacting with youth of different ages helped younger youth gain confidence and feel accepted and it gave older youth the opportunity to teach and mentor that aided their self-confidence.

When I was younger, I wouldn't speak to anyone I didn't know. Now I'm going into college and actually going into communications and business.

– 4-H Member

I got my people skills that I've transferred to school – 4-H helped me make friends there.

I liked it when I first started 4-H because I was little and could be on the stage with the older kids – it made me feel important.

It was an extremely positive experience for [daughter]...She has changed from a shy person to a confident person and developed wonderful friendships. (Parent interview)

Self-reliance. All the data strongly support the outcome of self-determination. Youth credit the Arts and Communication Program with giving them the opportunities and providing the environment for them to choose their own projects, explore new ideas, and develop their own interests and creativity without external impositions.

I made it; I didn't just plant it in a pot, water it, and let it grow. I actually made it.

Sometimes it's not good to have a leader; then you have to learn on your own; you have to develop more independence; you have to go and research it yourself and figure it out...learn through internet, library, school, parents, other adults.

In school, you see them [teachers] every day and they're constantly reminding you. In 4-H, you have to do it more on your own.

– 4-H Member

Independence Outcome: Career Exploration

Part of a positive youth development experience is having the opportunity to explore future career possibilities. An expected outcome of the program is that youth have an increased awareness of the career possibilities that exist for them.

Nearly 29% of project participants and 33% of the state team members indicated that they are thinking of a career related to visual, performing arts, or communication arts as a result of program participation (Table 20). Not surprisingly, many of these youth are unclear about their



future careers. The value in participating in 4-H arts and communication projects may be not whether youth are considering arts or communication as a future career, but rather that youth better know the possibilities that exist and understand what a career in arts or communication might entail.

Table 20. Career exploration

	YES	NO	Don't know
Project participants (n=682)			
I am thinking about a future career related to visual, performing arts, or communication arts	29%	42%	29%
State team (n=36)			
I am thinking about a future career related to visual, performing arts, or communication arts (n=36)	33%	22%	44%

In the alumni interviews, several youth spoke about how their 4-H arts and communication experience influenced their career direction. In the words of one 4-H alumna: *I really figured out what I wanted to do with my life through Drama Fest. I went into a theater major. I found a passion in my life through Drama Fest.*

ESSENTIAL ELEMENT: Belonging – Caring Relationships

As an essential element, *belonging* is the connection that youth have with others, particularly adults, but also peers, in safe and inclusive environments. The existence of a caring environment emerged as a primary reason for the various reported youth development outcomes.

Belonging Outcome: Increased Skills to Connect and Get Along with Others

Four items on the survey questionnaire measured the extent to which youth feel they gained in connectedness as a result of their experience in the 4-H arts and communication activities.

Belonging Outcome	Indicators - Survey Questions
Increase skills to connect and get along with others	To feel comfortable in group settings with people of mixed ages
	To be able to connect and work with adults
	To feel comfortable in new situations
	To feel connected to your community and the world around you

The survey results are seen in Table 21. Over 50% of the youth reported that the program helped them ‘quite a bit’ or ‘a great deal’ on each item. Youth most frequently credited the program with helping them feel comfortable in settings with people of mixed ages (65% of the youth). Slightly fewer youth (50%) felt that the program helped them to the same extent ‘to feel connected to your community and the world around you.’



Table 21. Belonging outcome resulting from program participation

<i>To what extent has participation in the program helped you...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To feel comfortable in group settings with people of mixed ages (n=678)	4%	28%	35%	30%	2%
To be able to connect and work with adults (n=680)	4%	33%	32%	26%	5%
To feel comfortable in new situations (n=681)	4%	35%	40%	18%	3%
To feel connected to your community and the world around you (n=679)	7%	38%	32%	18%	5%

For state team members, all felt that their experience had helped them gain skills and comfort in aspects of belonging (Table 22). Over 85% reported that the program had helped them ‘quite a bit’ or ‘a great deal’ on three of the four items. Similar to the project participants, slightly fewer state team members reported the same level of benefit in terms of feeling ‘connected to your community and the world around you.’ This may be an area needing program improvement.

Table 22. Belonging as reported by state team members

<i>To what extent has participation in the program helped you with...</i>	Not at all	Some-what	Quite a bit	A great deal	Don't know
To feel comfortable in group settings with people of mixed ages (n=678)	0	11%	34%	54%	0
To be able to connect and work with adults (n=680)	0	12%	23%	65%	0
To feel comfortable in new situations (n=681)	0	11%	46%	43%	0
To feel connected to your community and the world around you (n=679)	0	23%	29%	49%	0

Additional insights from the qualitative data relate to *belonging*:

Increased connections and networks with others, including professionals and other artists.

Parents and youth talked about the frequency and ways in which youth sought out and interacted with local artists, peers, supportive project leaders, and resource people within their communities, region, and across the state. They linked these interactions and connections to important youth outcomes including development of self-esteem, technical skills, communication skills, and sense of belonging to the community. For some, an important outcome of the Arts and Communication Program was in terms of increased family connectedness when the youth looked to a father, grandmother, or mother to learn the art or craft. Youth in several counties reported opportunities to explore and appreciate arts resources in the community, show their work in public art fairs outside of 4-H, and to teach and share their talents with younger children in the community.



You really get to know your child's interests. If the kids are involved there is time together as a family.

Showing at the county fair connects me with the community and adults in the community.

Opportunities may be available in the community...but you may not hear about them or know how to access them. 4-H helps you make those connections.

– 4-H Member

Being in 4-H does give you a bunch of opportunities you wouldn't have otherwise...connections – you meet people who connect you to others. For example, I just got into the Rural Rembrandt art show last year because of [name of county 4-H Youth Development Agent]. It's local,, a pretty broad bunch of artists from the community who have their own art show. It was cool that I took first place in high school division – next to someone who I always thought was better than me. You get to see a lot of art styles and the artists who live in your community. I got to go out to their house where they do framing; they helped me set up my stuff.

Relationships and connections contribute directly to positive outcomes, including greater social confidence and life-long friendships. According to parents, participation in club and state events, such as the teams, arts camp, and arts leadership lab, provided members with the opportunity to develop long-term friendships. Those participating on state teams “*had to bare their souls to one another to get to know one another; they had to take high risks with one another in order to be a successful team.*” The youth stay in contact throughout the year between events via email and the phone. They develop a support network among one another to continue participation in arts opportunities and encourage one another to take on more leadership roles. Youth who participate in these opportunities often do so for multiple years and progress from Arts Camp to Arts Leadership Lab to a State Team with the friendships they developed being a primary motivator for their involvement.

Increased connections to new opportunities. Youth and parents also stressed the increased access to new and multiple opportunities that came with program participation. These opportunities allowed youth to explore avenues of interest and find outlets for personal expression. State team members, in particular, commented about this benefit.

I started out in a workshop and then I just did it – there are so many things you can do; so many opportunities – I can't name them all.

You get to do a lot of things you don't get to do in everyday life.

– 4-H Member

You can do things that people might single out as a girl thing or a guy thing but it doesn't matter; it isn't gender specific; no one makes fun of you.

4-H setting fosters connectedness. The Arts and Communication Program setting was characterized as an environment that is inclusive, comfortable, friendly, and nurturing where youth reported feeling safe and thus able to explore and develop their creative selves. Youth



talked about connecting with “trusting adults” and being able to learn from and interact with younger and older youth in a supportive and “fun” environment. Members developed lasting friendships which become a primary motivator for involvement.

Youth from several counties contrasted the inclusiveness and acceptance of 4-H to the peer culture of school:

It’s easier to grow. In school people are trying to be cool; if other people aren’t going to do it, you aren’t going to do it; so it is difficult to expand very much. [In 4-H] you aren’t afraid to go and try something new because you know others will try it with you.

You get to meet people you wouldn’t otherwise – across the county, not just your own locale or school.

– 4-H Member

The county-wide activities give you a chance to meet and work with others

Being in 4-H gives you a bunch of opportunities you wouldn’t have otherwise – connections – you meet people who connect you to others.

ESSENTIAL ELEMENT: Generosity – Service to Others

Youth who participate in community service and citizenship activities are more connected to their communities and learn to give back to others. Not only do they better understand others’ perspectives, but they find greater purpose and meaning in their own lives. This service to others carries over into adult life.

Generosity Outcome: Increased Service to Others

The 4-H Arts and Communication Program is not a citizenship program but as with all 4-H activities, it is grounded in the community and helping youth become active citizens and purposeful members of their communities.

Generosity Outcome	Indicators - Survey Questions
Increase service to others	<p>I perform or display my art in public as a way to contribute to my community</p> <p>I know how to do things for others in my community</p> <p>I understand how I can contribute to my community through the arts and/or communications</p>



Forty-two percent of the project participants reported that they ‘usually’ or ‘almost always’ *perform or display my art in public as a way to contribute to my community* (Table 23). Thirty-one percent reported ‘sometimes’ and 20% reported ‘almost never.’ Slightly more youth reported that they *know how to do things for others in my community*. For the state team members, the results are slightly higher. Eighty percent of the state team members reported that they *understand how to contribute to their communities through the arts and communications* and 55% of the project participants reported this understanding.

Table 23. Youth outcomes related to civic engagement

As a result of participating in the program...	Almost never	Sometimes	Usually	Almost always	Don't know
Project participants					
I perform or display my art in public as a way to contribute to my community (n=682)	20%	31%	23%	19%	7%
I know how to do things for others in my community (n=676)	6%	30%	32%	27%	5%
State team members					
I perform or display my art in public as a way to contribute to my community (n=36)	3%	28%	36%	28%	6%
I know how to do things for others in my community (n=35)	3%	9%	29%	60%	0
Project participants			YES	NO	Don't know
I understand how I can contribute to my community through the arts and/or communications			55%	13%	32%
State team members					
I understand how I can contribute to my community through the arts and/or communications			81%	0%	19%

One might expect these results to be higher and, compared to the other outcomes measured in this study, they are less strong. These findings may be a function of the way the questions were worded or the individualistic nature of many of the arts activities. It may be that other, more important *generosity* outcomes are resulting from participation in the Arts and Communication Program. Of note are several outcomes reflecting generosity that youth and their parents expressed during the qualitative interviews.

Increased ability to help younger youth. A strong finding from this evaluation was the value youth place in, and the increased skills youth gain from, working with and teaching younger youth. Youth reported that they gain in self-esteem, increase their own technical skills, gain confidence, and it *“makes you feel good.”*



Increased participation in community events. Youth contribute to their communities through their participation in county fair.

Involvement in community in getting your art out and expressing yourself in your community – chance to perform; to show your art. Parents don't get to go to school. All the adults don't get to see your work. Outside, in 4-H you get to display all the work you've done.

Do demonstrations – makes me happy that I'm getting someone else involved in what I'm doing.

Giftgiving. For many youth, the Arts and Communication Program helps them be able to make gifts and give to others. The unselfish concern for others, virtue of altruism, and sense of personal satisfaction that comes from creating a valued product with one's own hands appear to be an important, though underreported outcome.



SECTION IV: UNIQUENESS OF 4-H ARTS AND COMMUNICATION PROGRAM

What is unique about the 4-H Youth Development Arts and Communication Program? How is it different from other arts and communication opportunities?

Of interest to program staff and key stakeholders was how the 4-H arts and communication experience is different from arts and communications offered through schools, private lessons, church, and community organizations. Is the 4-H experience different and in what ways that may bear on positive youth development?

This question was asked of all respondents as an open-ended question on the survey and during the qualitative interviews. Over 500 youth provided comments on the survey and 60 youth during the interviews, as well as 22 parents.

Over 15 different ways were identified in which the 4-H program is different from other types of arts and communication programs. Most frequently, youth respondents compared their 4-H experience to their school experience. Three items most frequently were mentioned, making up the majority of the responses:

1. **Different people.** The 4-H experience stands out for its mixture of youth of different ages, locales, and backgrounds. Youth frequently mentioned the fact that they interact with “new” people, youth of all ages (many younger youth), and from different parts of the county and/or state.
2. **Freedom of choice.** As mentioned in other reported results, the 4-H Arts and Communication Program is significantly different from other programs in the amount of choice youth have in selecting the project and how it will be developed. Youth frequently compared this freedom of choice and expression to the requirements and standards of the school programs. They frequently mentioned the variety of choice, ability to create their own activity, and to develop their individual creativity according to their own pace and without grades. In the words of one survey respondent, *have to do well in my classes to get good grades, and I have to create, sing, or play what they choose for us to do. In other words, I don't have as much freedom to make my own choices in my activities outside of 4-H.*
3. **Atmosphere.** Many youth differentiated the 4-H Arts and Communication Program in terms of its friendly, easy-going, personal, and fun atmosphere. A variety of descriptors were used to depict this environment including: relaxed, people help each other more, hands-on, more talking, closer knit groups, less demanding, feel more comfortable, more group work, less competitive, more casual, not as structured, and personal touch.

It's easier to grow. In school people are trying to be cool; if other people aren't going to do it, you aren't going to do it so it is difficult to expand very much. [In 4-H Arts and Communication], you aren't afraid to go and try something new because you know others will try it with you.



A number of other differences were noted by the youth including:

- leadership opportunities that 4-H provides versus school
- lack of grades
- different timeframe of activities and level of involvement over the year
- family involvement in 4-H
- no cost to participate
- competition and judging in 4-H
- activity not available elsewhere in the community or at school.

In 4-H, I can help with the planning if I choose. In band and forensics, the planning is already done and I have no voice in the activity.
– 4-H Member

Some youth felt that the 4-H Arts and Communication Program was not very different from other arts and communication activities in which they were involved. Others commented that the 4-H Arts and Communication Program is less in-depth and less professional than private or school activities. However, many of these youth found that 4-H supported and complemented these other activities.



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APPENDIX 1: Essential Elements, Outcomes, and Indicators

Essential Element	Outcome	Indicators - Survey Items	
BELONGING	1. Increased connectedness	Able to connect and work with adults	
		Feel comfortable in new situations	
		Feel comfortable in group settings with people of mixed ages	
		Feel connected to your community and the world around you	
MASTERY	1. Increased creativity	Try to think about or try to create things in new ways	
		Comfortable doing creative activities	
		Feel okay when make mistakes	
		Confident that I can express myself through the arts or in communications	
	2. Increased technical skills	Know how to prepare for a visual or performing art demonstration	
		Increased skill in performing, visual, or communication arts	
		Understand role of art and/or communications in society	
	3. Increased communication skills	Able to make others understand you	
		Comfortable when talking about art/communication activity with judges or critics	
		Comfortable helping younger or less experienced people with arts and communication projects	
	4. Increased ability to relate to others/work in team	Understand the point of view of others	
		Able to let others know how you feel when working in a group	
		Able to find a solution when group members disagree on something	
		Get along with people who have different interests and opinions	
	5. Increased problem solving skills	Consider multiple solutions when faced with a challenge	
		Comfortable working on challenging problems	
		Seek the opinion of others when working on a difficult task	
	6. Increased decision making skills	Confident to make good decisions about my art or communication activities	
		Discuss decisions you make with others	
		Think about choices before making a decision	
		Take responsibility for your decisions	
	INDEPENDENCE	1. Improved self-esteem	Feel good about yourself
			Like the way others see you
		2. Increased self-confidence	Comfortable performing in front of others
Feel strong enough to handle difficult situations			
3. Increased self-determination		Develop your motivation to do your best	
		Able to solve problems on your own	
4. Increased career exploration		Thinking of a career related to visual, performing arts or communication arts	
GENEROSITY		1. Increased civic engagement	Perform or display art in public as a way to contribute to community
	Know how to do things for others in community		
	Understand how to contribute to community through arts/communications		



APPENDIX 2: Survey questionnaire

4-H ARTS AND COMMUNICATIONS EVALUATION SURVEY

Please answer the following questions based on your experience in the 4-H Arts and Communications Program.

I. ABOUT YOU

1. How many years have you participated in 4-H Arts and Communication activities? ___ # yrs.
2. How old are you now? _____yrs.
3. In which county do you live? _____
4. What is your gender? (Circle one)
 - a) male
 - b) female
5. What is your grade in school? (Circle one)
 - a) 6th grade
 - b) 7th grade
 - c) 8th grade
 - d) 9th grade
 - e) 10th grade
 - f) 11th grade
 - g) 12th grade
 - h) out of high school
6. How would you describe the area where you live? (Circle One)
 - a) Country
 - b) Small Town
 - c) Suburb
 - d) City
7. What is your ethnic background? (Circle One)
 - a) White (European American)
 - b) Hispanic / Latino
 - c) North American Indian
 - d) African American
 - e) Asian American
 - f) Other _____



8. Which Arts and Communications activity are you in now? (Check all that apply)

VISUAL ARTS

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Photography | <input type="checkbox"/> Metal enameling | <input type="checkbox"/> Felt & furs | <input type="checkbox"/> Wood burning |
| <input type="checkbox"/> Videography | <input type="checkbox"/> Drawing/painting | <input type="checkbox"/> Plastercraft | <input type="checkbox"/> Decorative boxes |
| <input type="checkbox"/> Ornaments | <input type="checkbox"/> Ceramics | <input type="checkbox"/> Cross stitching | <input type="checkbox"/> Wearable art |
| <input type="checkbox"/> Weaving | <input type="checkbox"/> Fiber arts | <input type="checkbox"/> Needlepoint | <input type="checkbox"/> Textile painting |
| <input type="checkbox"/> Candle making | <input type="checkbox"/> Primitive arts | <input type="checkbox"/> Glasswork | <input type="checkbox"/> Paper art |
| <input type="checkbox"/> Jewelry making | <input type="checkbox"/> Tie dying | <input type="checkbox"/> Macrame | <input type="checkbox"/> Wood art |
| <input type="checkbox"/> Celebrate Art | <input type="checkbox"/> String/wire art | <input type="checkbox"/> Rubber stamping | <input type="checkbox"/> Decorative wreath |
| <input type="checkbox"/> Palette of Fun | <input type="checkbox"/> Calligraphy | <input type="checkbox"/> Sand sculpting | <input type="checkbox"/> Punch quilt |
| <input type="checkbox"/> Art in your future | <input type="checkbox"/> Basketry | <input type="checkbox"/> Clay sculpting | <input type="checkbox"/> Soap making |
| <input type="checkbox"/> Leathercraft | <input type="checkbox"/> Print making | <input type="checkbox"/> Pottery | <input type="checkbox"/> Seed art |
| <input type="checkbox"/> Stencil painting | <input type="checkbox"/> Rosemaling | <input type="checkbox"/> Tole painting | |
| <input type="checkbox"/> Tin punch | <input type="checkbox"/> Liquid embroidery | <input type="checkbox"/> Mosaics | |
| <input type="checkbox"/> Block printing | <input type="checkbox"/> Rug hooking | <input type="checkbox"/> Plastics | |

PERFORMING ARTS

- | | | | |
|---|---|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Folk arts | <input type="checkbox"/> Theater puppetry | <input type="checkbox"/> Clowning | <input type="checkbox"/> Mine |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Theater stagecraft | <input type="checkbox"/> Puppetry | <input type="checkbox"/> Yo-Yo |
| <input type="checkbox"/> Theater acting | <input type="checkbox"/> Theater clowning | <input type="checkbox"/> Juggling | <input type="checkbox"/> Music |

COMMUNICATIONS

- | | | | |
|---|---|--|-----------------------------------|
| <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Communications | <input type="checkbox"/> Posters | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Creative writing | <input type="checkbox"/> Sign language | |

OTHER ARTS PROJECTS

- | | | | |
|---------------------------------------|------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Scrapbooking | <input type="checkbox"/> Decoupage | <input type="checkbox"/> Collections | <input type="checkbox"/> Computers |
| Other: Please list _____ | | | |

COUNTY EVENTS

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Music Fest | <input type="checkbox"/> Art Fest | <input type="checkbox"/> Chorus/choir Fest | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> Drama Fest | <input type="checkbox"/> Art & Craft Fest | <input type="checkbox"/> Band Fest | <input type="checkbox"/> Creative writing |
| <input type="checkbox"/> Speaking Fest | | | |
| Other: Please list _____ | | | |

STATE TEAMS

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> Art team | <input type="checkbox"/> Drama company | <input type="checkbox"/> Showcase singers |
|-----------------------------------|--|---|

STATE EVENTS

- | | | |
|-----------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Art camp | <input type="checkbox"/> Art leadership lab | <input type="checkbox"/> Foto follies |
| Other: Please list _____ | | |



II. ABOUT YOU AND YOUR 4-H ARTS AND COMMUNICATION ACTIVITY

As a result of participating in the 4-H Arts and Communication activities: (Circle one answer)

9. I try to think about or try to create things in new ways	Almost never	Sometimes	Usually	Almost always	Don't know
10. I am comfortable doing creative activities	Almost never	Sometimes	Usually	Almost always	Don't know
11. I feel unafraid to make mistakes	Almost never	Sometimes	Usually	Almost always	Don't know
12. I am comfortable when talking about my artwork with judges or critics	Almost never	Sometimes	Usually	Almost always	Don't know
13. I know how to prepare for a visual or performing art demonstration	Almost never	Sometimes	Usually	Almost always	Don't know
14. I am comfortable helping younger or less experienced people with their arts and communications projects	Almost never	Sometimes	Usually	Almost always	Don't know
15. I feel confident that I can express myself through the arts	Almost never	Sometimes	Usually	Almost always	Don't know
16. I am comfortable performing in front of others	Almost never	Sometimes	Usually	Almost always	Don't know
17. I am confident that I can make good decisions about my art projects	Almost never	Sometimes	Usually	Almost always	Don't know
18. I perform or display my art in public as a way to contribute to my community	Almost never	Sometimes	Usually	Almost always	Don't know
19. I am thinking about a future career related to visual or performing arts	NO		YES		Don't know
20. I understand how I can contribute to my community through the arts	NO		YES		Don't know
21. I have increased my skill in the performing or visual arts	NO		YES		Don't know
22. I have a good understanding of the role of art in our society	NO		YES		Don't know



III. ABOUT YOU AND YOUR EVERYDAY LIFE

To what extent has participating in the 4-H Arts and Communications Program helped you with the following: (Circle one answer)

23. to be able to connect and work with adults	Not at all	Some-what	Quite a bit	A great deal	Don't know
24. to feel comfortable in new situations	Not at all	Some-what	Quite a bit	A great deal	Don't know
25. to feel comfortable in group settings with people of mixed ages	Not at all	Some-what	Quite a bit	A great deal	Don't know
26. to feel connected to your community and the world around you	Not at all	Some-what	Quite a bit	A great deal	Don't know
27. to be able to make others understand you	Not at all	Some-what	Quite a bit	A great deal	Don't know
28. to understand the point of view of others	Not at all	Some-what	Quite a bit	A great deal	Don't know
29. to be able to let others know how you feel when working in a group	Not at all	Some-what	Quite a bit	A great deal	Don't know
30. to be able to find a solution when group members disagree on something	Not at all	Some-what	Quite a bit	A great deal	Don't know
31. to get along with people who have different interests and opinions	Not at all	Some-what	Quite a bit	A great deal	Don't know
32. to consider multiple solutions when faced with a challenge	Not at all	Some-what	Quite a bit	A great deal	Don't know
33. to be comfortable working on challenging problems	Not at all	Some-what	Quite a bit	A great deal	Don't know
34. to seek the opinion of others when working on a difficult task	Not at all	Some-what	Quite a bit	A great deal	Don't know
35. to discuss decisions you make with others	Not at all	Some-what	Quite a bit	A great deal	Don't know
36. to think about choices before making a decision	Not at all	Some-what	Quite a bit	A great deal	Don't know



37. to think about what might happen because of the choice you make	Not at all	Some-what	Quite a bit	A great deal	Don't know
38. to take responsibility for your decisions	Not at all	Some-what	Quite a bit	A great deal	Don't know

IV. ABOUT YOURSELF

Now, a few questions about YOU. Again, think about your experience in the Arts and Communication Program. To what extent has that participation helped you with the following: (Circle one answer)

39. to feel good about yourself	Not at all	Some-what	Quite a bit	A great deal	Don't know
40. to like the way others see you	Not at all	Some-what	Quite a bit	A great deal	Don't know
41. to feel strong enough to handle difficult situations	Not at all	Some-what	Quite a bit	A great deal	Don't know
42. to develop your motivation to do your best	Not at all	Some-what	Quite a bit	A great deal	Don't know
43. to be able to solve problems on your own	Not at all	Some-what	Quite a bit	A great deal	Don't know
44. to know how to do things for others in your community	Not at all	Some-what	Quite a bit	A great deal	Don't know

45. Do you participate in other arts and/or communications activities outside of 4-H such as school art classes, school chorus, band or music classes, or private lessons? (Circle ONE)

- a. YES **If YES**, please go to Question #46 and continue
- b. NO **If NO**, please go to Question #48 and continue

46. Please list your other arts/communication activities:

47. How is the 4-H arts and communication activity (activities) different from the other activities in which you participate?



48. Are there other types of arts and communication activities available in your community that you could participate in if you wanted to?

- a. YES
- b. NO

49. Please include any other comments you would like to add regarding your participation in the 4-H Arts and Communication Program.

THANKS FOR COMPLETING THIS SURVEY! YOUR CONTRIBUTION IS VERY IMPORTANT.



APPENDIX 3: List of Counties Participating in the Statewide Survey

Bayfield	Racine
Calumet	Rock
Clark	Sauk
Columbia	Shawano
Crawford	St. Croix
Dodge	Taylor
Door	Trempealeau
Douglas	Vernon
Dunn	Washburn
Eau Claire	Washington
Fond du Lac	Waukesha
Grant	Waushara
Iowa	Winnebago
Jackson	Wood
Jefferson	
Juneau	
LaCrosse	
Lafayette	
Langlade	
Lincoln	
Marathon	
Marinette	
Marquette	
Milwaukee	
Oconto	
Oneida	
Outagamie	
Ozaukee	
Pierce	
Polk	
Portage	
Price	



**APPENDIX 4: Arts and Communication Projects with 50 or More Counties Participating
(State database, 2006)**

Name of Project	Number of counties participating	Number of youth participants
Photography 1	69	6174
Celebrate Art	68	7838
Drawing/Painting	66	4531
Creative Writing	64	1262
Computer 1	63	609
Photography 2	60	2252
Art in Your Future	57	1692
Computer 2	57	404
Leathercraft	60	1299
Videography	59	352
Photography 3	57	925
Speaking 1	56	581
Computer 3	53	249
Theater Arts 3	50	238

APPENDIX 5: Characteristics of Study Respondents

Characteristic	Project participants (n=688)		State team members (n=36)	
	#	%	#	%
Number years of participation				
1-4 years	244	38.9	14	41.1
5-8 years	297	47.3	13	38.2
9 years or longer	86	13.7	7	20.6
Age				
9-10	13	1.9	-	-
11-12	111	16.2	-	-
13-14	222	32.3	-	-
15-16	187	27.2	9	25.0
17-18	136	20.0	22	61.1
19	18	2.6	5	13.9
Gender				
Female	525	76.5	26	71.8
Male	161	23.4	10	28.2
Ethnicity				
White (European American)	677		37	
Hispanic/Latino	1		0	
Asian American	3		0	
African American	0		0	
North American Indian	1		0	
Other*	2			
Where you live				
Country	466	68.0	24	66.6
Small town	152	22.2	8	22.2
Suburb	28	4.1	2	5.5
City	39	5.7	2	5.5

*Other: Peruvian, Spanish European



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