



Developing Leadership within 4-H and UW-Extension Youth Programs Survey Report

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Executive Summary

The University of Wisconsin Cooperative Extension 4-H program has an extensive youth leadership program. To evaluate the impact of this program, the Survey Research Center (SRC) at the University of Wisconsin-River Falls contacted 1,576 randomly selected youth, grades 7-13, by email during November of 2010 and invited them to participate in an on-line survey. Both 4-H enrolled (1,474) and 4-H non-enrolled (102) youth were invited to participate.

A total of 279 surveys were completed for a disappointing return rate of 18 percent. However, given the number of youth, ages 11-19 for whom contact information was available (12,942), this number of observations should yield estimates that are accurate to within plus or minus 5.8 percent with 95 percent confidence. Further, these respondents provided a wealth of qualitative data in their responses to two open-ended questions. The SRC believes, therefore, that this evaluation will provide the 4-H program with important and useful results that can be used to guide future youth leadership development initiatives.

The following are key observations from the survey:

1. Most of the survey respondents have been 4-H members for a considerable length of time. Two-thirds of youth, ages 15-19, reported more than 7 years of 4-H membership.
2. The average number of 4-H or UW-Extension youth opportunities/programs that respondents have participated in is 2.4 per respondent.
3. More than half of the respondents had been 4-H Club Officers.
4. When asked what they can do now as a leader that they could not do before participating in 4-H or UW-Extension programming, more than one-fourth of participants report an increase in communication skills and confidence.
5. More than 3 in 5 respondents report that they have worked as a group or team or have worked in cooperation or partnership with an adult at least once a month in 2010 because of their participation in 4-H or UW-Extension youth opportunities/programs.
6. Due to their experiences with 4-H or UW-Extension, nearly 4 in 10 respondents were motivated to work with others to make things better in their community.
7. Treating people who are different from themselves with respect was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the most; settling disagreements in ways that are not hurtful was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the least.
8. Comprehensive programming and leadership opportunities were, according to respondents, the top two areas of difference between 4-H or UW-Extension youth programming and other leadership activities in which they have participated.

Survey Purpose

The purposes of this statewide survey were to:

- describe the scope of and participation in 4-H and UW-Extension youth development leadership programming for youth in 7th-13th grades and
- measure the impact of these programs on participants in terms of their leadership skills, confidence, and behaviors.

The Survey Research Center (SRC) at UWRF was chosen to administer the survey and analyze the results.

Survey Methods and Design

In early November 2010, the SRC sent a pre-survey notification by email to invited youth and their parents/guardians explaining the purpose of the survey and the importance of their participation. In mid-November, the SRC contacted 1,576 youth by email asking them to participate in an on-line survey about their experiences in 4-H or other UW-Extension youth development programs. The SRC sent two reminders to those from whom a completed survey had not been received. Youth in the sample also received a reminder to participate from their local 4-H agent. Approximately three weeks after the launch of the survey, a total of 279 surveys were completed for a somewhat disappointing return rate of 18 percent. The final data set included responses from 259 enrolled 4-H members and 20 non-enrolled youth. Given the 12,942 4-H enrolled/non-enrolled youth, ages 11-19, for whom contact information was available, this number of observations should yield estimates that are accurate to within plus or minus 5.8 percent with 95 percent confidence.

The SRC tested these data for the presence of non-response bias. Non-response bias exists if people who do not complete a questionnaire hold systematically different views than those who completed the survey. For example, if only youth who believe their participation in 4-H or UW-Extension programs contributed a great deal to their ability to think critically about the advantages and disadvantages of decisions responded to the questionnaire, the values in the report would likely overstate the contribution 4-H or UW-Extension programs make in respondents' critical thinking abilities. The standard way to test for this problem is to compare the responses of those who completed the survey after the first invitation to responses from those who completed the survey after reminders were sent ("non-respondents" to the first invitation). We found little evidence that non-response bias is a concern for this sample (see **Appendix A** for a more complete description of this process).

Appendix B to this report contains a complete compilation of responses to open-ended questions. Appendix B also contains the breakdown of responses by county. Fifty-three of Wisconsin's 72 counties were represented in the survey results. However, the number of responses per represented counties was relatively low (average per county = 5), so comparison data at the county-level could not be completed.

Appendix C contains a copy of the numeric portions of the survey questionnaire with a quantitative summary of responses by question.

Profile of Respondents

Survey Respondents. Table 1 summarizes the demographic profile of respondents to the 4-H and UW-Extension Youth Leadership survey. Statewide 4-H enrollment data are included for comparative purposes when applicable.¹ The survey sample profile and the statewide 4-H participants profile are very similar. Females were more likely to complete the survey (two-thirds of the sample) and nearly identical percentages of females are 4-H participants (64%). The age and grade comparisons of the sample and statewide profile are very closely aligned. The average age of the sample respondents was 14.5 compared to the average age of the statewide group of 14.3. The sample consists of nearly all white/Caucasian youth, as does the statewide group. The close alignment of the sample with the statewide data provides some evidence that the sample is random and representative of the overall 4-H population.

Table 1: Demographic Profile of 2010 4-H and UW-Extension Youth Leadership Survey Respondents										
Gender	Count	Male	Female							
Sample	268	34%	66%							
4-H Statewide	12,942	36%	64%							
Age	Count	11	12	13	14	15	16	17	18	19
Sample	268	4%	19%	17%	13%	12%	10%	14%	9%	1%
4-H Statewide	12,942	5%	17%	17%	16%	14%	13%	11%	7%	0%
Grade	Count	6	7	8	9	10	11	12	Coll. Freshmen	Not in School
Sample	268	18%	16%	17%	11%	10%	15%	12%	1%	0%
4-H Statewide	12,942	18%	18%	16%	14%	13%	11%	9%	0%	0%
Ethnic Background	Count	Asian Amer	Black or Afr Amer	White or Cauc	Hispa. or Latino	Native Amer/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More Races	Other	
Sample	268	1%	0%	99%	0%	0%	0%	0%	0%	
4-H Statewide	12,942	1%	0%	98%	0%	1%	0%	1%	0%	
Years 4-H Member	Count	Not a Mbr.	< 1 Year	1 – 3 Years	4 – 7 Years	Over 7 Years				
Sample	247	4%	1%	17%	38%	40%				

¹ There were approximately 18,000 4-H members in the database, grade range (7-13), but members without an email address were filtered out.

The SRC compared the responses of several subgroups within the data set:

- Pre-high school students (ages 11–14 = 53% of the sample) to older students (ages 15–19 = 46% of the sample)
- Males versus females
- 4-H members versus non-4-H members

In the analysis to follow, we will note any differences between these subgroups that are significant at the 5% level or higher.

Age Comparisons. Most of the survey respondents have been 4-H members for a considerable length of time. Two-thirds of youth, ages 15-19, reported over 7 years of 4-H membership (Figure 1). Approximately one-half of younger respondents (ages 11-14) reported 4–7 years of 4-H membership.

Figure 1: Age and Years of 4-H Membership					
			Age		Total
			11-14	15-19	
Q13 How many years have you been a 4-H member?	Not a 4-H Member	Count	2	9	11
		% within Age	1.5%	8.0%	4.5%
	Less than 1 Year	Count	2	0	2
		% within Age	1.5%	.0%	.8%
	1 - 3 Years	Count	34	8	42
		% within Age	26.2%	7.1%	17.3%
	4 - 7 Years	Count	68	22	90
		% within Age	52.3%	19.5%	37.0%
	Over 7 Years	Count	24	74	98
		% within Age	18.5%	65.5%	40.3%
Total	Count	130	113	243	
	% within Age	100.0%	100.0%	100.0%	

Statistically significant differences between younger and older youth were abundant in the survey results. Not surprisingly, the frequency of participation in various 4-H or UW-Extension opportunities or programs is consistently higher for older (15-19) youth, as is the frequency of participation in various practices and indicators associated with such programming. The degree to which older youth feel that 4-H or UW-Extension youth opportunities/programs has contributed to their ability to practice various leadership indicators is also higher than younger respondents, presumably because they have had more experiences and have spent more time involved with 4-H or UW-Extension youth programs. Statistically significant differences based on age will be noted in the report.

Gender. Survey results were uniform regardless of the gender of the respondent. Only two instances of statistically significant differences were found when comparing the responses of males and females. These differences will be noted in the report.

Enrolled vs. Non-Enrolled. Comparisons of key survey questions were made by the SRC based on whether a youth was an enrolled member of 4-H or was not enrolled. The final results consisted of responses from 259 enrolled and 20 non-enrolled youth. Out of 73 variables tested, we found few variables with statistically significant differences between the mean responses of these two groups of respondents.

- Enrolled members were more likely to learn about and/or practice mediation and conflict resolution 'once or twice'; non-enrolled were more likely to learn/practice mediation and conflict resolution 'every couple of months'.
- Non-enrolled youth were more likely to have participated as a teen court panelist. Enrolled members were more likely to have been a club officer.
- Non-enrolled youth were more likely to have been a Boy Scout leader than enrolled youth.

4-H or UW-Extension Youth Leadership Opportunities

Extent of Participation in 4-H or UW-Extension Youth Leadership Opportunities or Programs

Respondents were asked to what extent they have participated in a variety of 4-H or UW-Extension youth leadership opportunities or programs (Table 2). The far-right column indicates any level of participation (adding responses of less than 1 year, 1-2 years, and 3 or more years).

Over half of the respondents had been 4-H Club Officers and it was by far the opportunity with the longest-term participants (3 or more years). In contrast, few respondents had participated as a teen court panelist, local government representative, or community coalition member/youth board of a community coalition.

Based on the completed responses in this group of questions, the average number of 4-H or UW-Extension youth opportunities/programs that respondents have participated in is 2.4 per respondent. Twenty percent of the respondents answering this question reported they have “never” participated in any of the 4-H or UW-Extension youth leadership opportunities/programs listed on the survey.

Table 2: Participation in 4-H or UW-Extension Youth Opportunities or Programs						
To what extent have you participated in the following 4-H or UW-Extension youth leadership opportunities or programs?	Count	Never	Less than 1 Year	1 – 2 Years	3 or More Years	Program Participation
4-H Club Officer	253	37%	7%	23%	33%	160
4-H County Committee	253	65%	9%	11%	15%	88
Specific Leadership Training Opportunities	253	63%	8%	17%	13%	80
4-H Teen Leadership Group	253	75%	6%	8%	12%	94
Leader/Organizer of Afterschool or other Out-of-School Time Programs	253	68%	10%	12%	9%	64
4-H Camp Counselor	253	85%	2%	8%	5%	39
4-H State Team	253	88%	3%	5%	4%	30
Community Coalition Mbr. or Mbr. of Youth Board of a Comm. Coalition	253	93%	3%	3%	1%	17
Teen Court Panelist	253	96%	0%	2%	1%	15
Local Government Representative	253	94%	3%	2%	1%	9
TOTAL						596

The frequency of participation for nearly all the 4-H or UW-Extension youth leadership opportunities or programs listed in Table 2 were, as would be expected, higher for older youth. In only two instances were statistically significant differences *not found* in the frequency in which younger (11-14) and older (15-19) youth participate, participating in a 4-H State Team and being a Teen Court Panelist.

4-H or UW-Extension Opportunities/Programs Providing the Most Leadership Skills and Experiences

A follow-up question asked respondents to rank up to three of the 10 Leadership Opportunities described in Table 3 in terms of which provided the most leadership skills and experiences. The far-right column of the table (program participation), identifies the number of youth who reported participation in the program/opportunity (see last column of Table 2).

Example: The table shows that **104** youth (out of **160** participants) ranked their 4-H Club Officer experience as providing the greatest skills and experiences (or **23%** of the **446** total rankings received for the question).

Table 3: 4-H or UWEX Opportunities/Programs Providing the Most Leadership Skills/Experiences					
<i>1 = providing the greatest skills and experiences, 2 = the leadership opportunity providing the second greatest skills and experiences, and 3 = the leadership opportunity providing the third greatest skills and experiences.</i>					
Of the 10 Leadership Opportunities listed, which have provided you with the most leadership skills and experiences?	1	2	3	Responses	Program Participation
4-H Club Officer	104/23%	30/7%	22/5%	156	160
4-H County Committee	16/4%	25/6%	15/3%	56	88
Leader/Organizer of Afterschool or other Out-of-School Time Programs	15/3%	16/4%	19/4%	50	80
Specific Leadership Training Opportunities	10/2%	13/3%	25/6%	48	94
4-H Teen Leadership Group	13/3%	18/4%	13/3%	44	64
4-H Camp Counselor	18/4%	14/3%	8/2%	40	39
4-H State Team	10/2%	13/3%	2/2%	25	30
Community Coalition Member or Member of Youth Board of a Community Coalition	0/0%	5/1%	5/1%	10	17
Local Government Representative	4/1%	3/1%	2/0%	9	15
Teen Court Panelist	5/1%	2/0%	1/0%	8	9
TOTAL				446	596

Although some of the opportunities/programs had minimal participation (local government representative, teen court panelist), their impact on the individuals involved was relatively strong. For example, although only nine youth participated as a Teen Court Panelist, eight of them answered the follow-up question, and five (63%) said that this program had the greatest impact on their leadership skills and experiences.

Most Important Leadership Practices

An open-ended question asked respondents what is one of the most important things they can do now as a leader that they could not do prior to participating in 4-H or UW-Extension Youth Development Programs. The comments from the survey are compelling (Appendix B). The number of written comments (for a relatively small sample), and specificity of the comments are noteworthy. When a particular comment contained multiple topics, the comment was split among the appropriate categories. The 186 responses received were divided into 268 specific comments and placed into 8 categories within three competency areas (Table 4). The SRC placed 36 comments in a “miscellaneous” group. The two largest categories of comments focused on communication and confidence. Planning and organizing rounded out the top three.

Table 4: What Is One of the Most Important Things You Can Do Now As A Leader That You Could Not Do Before Participating In 4-H or UW-Extension Youth Development Programs?			
Competency Area	Category	Count	%
Social	Communication	72	27%
	Planning and Organizing	32	12%
	Teamwork	22	8%
	Decision Making/Problem Solving	10	4%
Self-Efficacy as a Leader	Confidence	70	26%
	Responsibility	14	5%
Connectedness	Connection to Community/Others	12	4%
	<i>Miscellaneous</i>	36	13%
Total		268	100%

Comments regarding communication generally focused on increased public speaking ability and better communication skills.

“I am now able to confidently stand up in front of a group of people and talk to them and get my message across.”

“I know how to make my voice heard now. I am also able to get my point of view out to others and potentially change the attitude of the meeting.”

Other comments from respondents described an increased self-confidence due to their 4-H or UW-Extension experiences.

“Feel as if I have a voice, and am important even though I am only 13.”

Respondents wrote about increased planning and organizing skills.

“Not only do I know how to speak but I also know how to prepare properly for either leading activities or giving a demonstration.”

All responses to this question are included in Appendix B, Question 11.

Practices

Respondents were asked to what extent they had, during 2010, participated in the practices shown in Table 5, specifically because of their participation in 4-H or UW-Extension youth opportunities or programs. More than 3 in 5 respondents reported that in 2010 they worked as a group or team or worked in cooperation or partnership with an adult at least once a month because of their participation in 4-H or UW-Extension youth opportunities/programs. About one-quarter or more of the respondents reported never having learned about and/or practiced mediation and conflict resolution, never lead meetings or project activities, or never contacted or interacted with community leaders.

Table 5: Participation Because of 4-H or UW-Extension Youth Opportunities or Programs						
Thinking about the last year (2010), to what extent have you participated in the following practices because of your participation in 4-H or UW-Extension youth opportunities or programs?	Count	Never	Once or Twice	Every Couple of Months	About Monthly	More Than Once A Month
Work as a group or team	278	4%	11%	17%	39%	30%
Work in cooperation or partnership with an adult	278	6%	16%	15%	38%	24%
Guide, train, or advise younger children and peers	277	14%	21%	21%	24%	21%
Engage in service that benefits others	278	3%	15%	30%	35%	18%
Experience guidance, training, or advising from older youth or adults	278	9%	21%	26%	28%	17%
Make decisions that affect a club, group, organization, or community	278	8%	20%	20%	37%	15%
Explore your own individual strengths and leadership styles	278	17%	19%	24%	24%	15%
Lead meetings or project activities	275	27%	18%	20%	21%	14%
Learn about and/or practice planning and organizing	276	14%	22%	21%	30%	13%
Contact and interact with community leaders	278	24%	27%	19%	23%	8%
Plan and/or act to change something in the community or within a program	275	22%	24%	24%	21%	8%
Learn and practice public speaking	278	21%	35%	17%	21%	6%
Learn about and/or practice mediation and conflict resolution	278	36%	28%	19%	11%	5%

No statistically significant gender differences were found in terms of the extent of participation in the practices shown in Table 5. The absence of statistical differences indicates that both genders are participating in these leadership opportunities at comparable rates/durations. The frequency of participation for nearly all the practices listed in Table 5 were higher for older youth (ages 15-19). There were only two practices in which statistically significant differences *were not found* in the frequency in which younger (11-14) and older (15-19) youth participate:

- Working as a group or team and
- Engaging in service that benefits others

Development

4-H or UW-Extension Youth Opportunities or Programs Contribution: *Practices*

Respondents were asked to think about all of their leadership activities in 4-H or UW-Extension youth opportunities or programs, including those before 2010, and to determine how much they feel that their participation has contributed to their abilities across a range of behaviors (Table 6).

More than 7 in 10 respondents feel that their 4-H or UW-Extension participation has contributed a great deal or quite a bit in their ability to treat people who are different from them with respect, to work cooperatively and collaboratively with others, and to listen carefully to what others say. Approximately two-thirds of the youth believe their participation has contributed a great deal or quite a bit to their ability to be sensitive to others' feelings, to accept ideas different from their own, and to set short and/or long-term goals for themselves and others.

Table 6: 4-H or UW-Extension Youth Opportunities or Programs Contribution: <i>Practices</i>						
Think about all of your leadership activities in 4-H or UW-Extension youth opportunities or programs, including those before this year. How much do you feel your participation has <i>contributed</i> to your ability to...?	Count	A Great Deal	Quite a Bit	Slightly	Did Not Con-tribute	Don't Know
Treat people who are different from yourself with respect	258	43%	29%	19%	6%	3%
Work cooperatively and collaboratively with others	258	34%	40%	19%	5%	2%
Be sensitive to others' feelings	259	34%	33%	23%	8%	2%
Listen carefully to what others say	258	29%	42%	22%	5%	1%
Accept ideas different from your own	259	29%	35%	25%	8%	2%
Plan and organize group activities	254	28%	29%	26%	14%	3%
Stand up/Speak out for what is right	258	25%	29%	29%	14%	2%
Set short and/or long term goals for yourself and others	256	24%	39%	21%	13%	4%
Speak in public	260	22%	27%	29%	17%	6%
Think critically about the advantages and disadvantages of decisions	258	19%	37%	31%	10%	4%
Monitor and re-evaluate goals as appropriate	258	17%	31%	29%	14%	8%
Delegate responsibilities to others on a major project	256	16%	29%	29%	19%	7%
Clearly state thoughts, feelings and ideas to others	259	15%	40%	35%	7%	3%
Identify a problem situation and determine a best solution to follow	257	13%	33%	33%	15%	5%
Settle disagreements in ways that are not hurtful	259	11%	32%	35%	16%	6%

For the statistically significant differences shown below, the proportion of older youth to report that their leadership activities in 4-H or UW-Extension youth opportunities has contributed ‘a great deal’ to their abilities across a range of behaviors was about twice as great as in the younger group:

- Think critically about the advantages and disadvantages of decisions (26%/older vs. 13%/younger)
- Delegate responsibilities to others on a major project (22% vs. 10%)
- Set short and/or long term goals for themselves and others (35% vs. 16%)
- Monitor and reevaluate goals as appropriate (24% vs. 12%)

Only one statistically significant difference was found regarding gender:

- Females were more likely than males to say that their leadership activities in 4-H or UW-Extension youth opportunities has contributed a great deal in their ability to accept ideas different from their own (35%/female vs. 18%/male).

4-H or UW-Extension Youth Opportunities or Programs Contribution: *Indicators*

Respondents were asked how much they feel that their 4-H or UW-Extension participation has contributed to their ability to accomplish the various leadership indicators shown in Table 7. More than 6 in 10 respondents feel that their 4-H or UW-Extension participation has contributed a great deal or quite a bit in their ability to accomplish all of the indicators shown in the table. In particular, nearly three-fourths (74%) of the respondents believe their 4-H or UW-Extension participation has contributed a great deal or quite a bit in their ability to accept responsibility for doing a job. Conversely, 4-H or UW-Extension programming’s contribution in a respondent’s ability to recognize themselves as a leader had the highest combined percentages of ‘slightly’ or ‘did not contribute’ responses at 34 percent.

Table 7: 4-H or UW-Extension Youth Opportunities or Programs Contribution: <i>Indicators</i>						
How much do you feel your participation in 4-H or UW-Extension youth opportunities or programs has <i>contributed</i> to your ability to...?	Count	A Great Deal	Quite a Bit	Slightly	Did Not Con-tribute	Don’t Know
Accept responsibility for doing a job	255	39%	35%	17%	7%	2%
Improve your leadership skills	255	34%	32%	24%	6%	4%
Recognize yourself as a leader	254	31%	29%	24%	10%	6%
Understand your own leadership strengths	255	30%	37%	19%	8%	5%
Help a team/group reach its goals	255	26%	42%	24%	5%	3%
Motivate and inspire others	253	26%	38%	21%	8%	6%

Older youth were more likely to report that their participation in 4-H or UW-Extension youth opportunities has contributed ‘a great deal’ in their ability to:

- Help a team/group reach its goals (34%/older vs. 19%/younger)
- Understand their own leadership strengths (40% vs. 21%)
- Motivate and inspire others (36% vs. 17%)

4-H or UW-Extension Youth Opportunities or Programs Contribution: **Community**

Survey respondents were asked how much they think their 4-H or UW-Extension youth opportunities or program participation has contributed to connectedness with their community as determined by the indicators shown in Table 8.

Strong majorities of respondents (69% - 83%) believe that their 4-H or UW-Extension youth opportunities/programs has contributed to a “great extent” or “somewhat” to all of the community connectedness indicators shown in Table 8.

When "somewhat" responses are eliminated, the degree to which respondents believe their 4-H or UW-Extension youth opportunities/program participation has contributed to connectedness with their community lessens considerably. Nearly 4 in 10 respondents were motivated to work with others to make things better in their community. Three in 10 felt more connected to their community due to their experiences with 4-H or UW-Extension. One-fourth of respondents felt their experiences with 4-H or UW-Extension contributed very little or not at all to their understanding of community issues.

Table 8: 4-H or UW-Extension Youth Opportunities or Programs Contribution: <i>Community</i>						
How much do you think your participation in 4-H or UW-Extension youth opportunities or programs has...?	Count	To a Great Extent	Some-what	Very Little	Not at All	Don't Know
Motivated you to work with others to make things better in your community	243	37%	42%	10%	7%	4%
Made you feel more connected to your community	250	30%	53%	8%	5%	3%
Made you feel more important to your community	251	27%	50%	12%	7%	3%
Provided you with a better understanding of community issues	252	27%	42%	15%	10%	6%
Made you feel a responsibility to work on community issues	252	27%	42%	15%	8%	7%

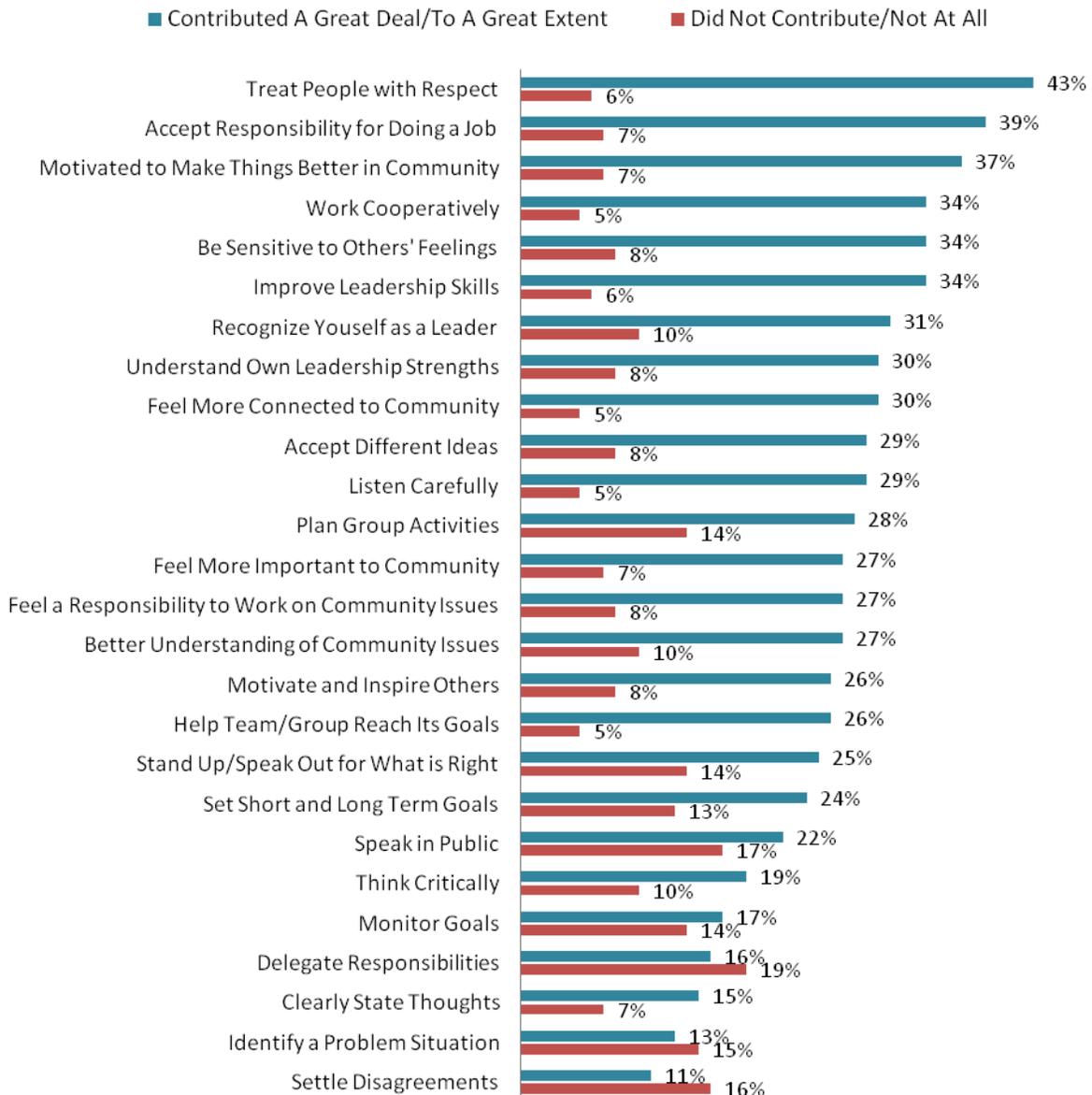
Older youth were statistically more likely to say that their participation in 4-H or UW-Extension youth opportunities or programs has contributed ‘to a great extent’ in:

- Making them feel more connected to their community (42%/older vs. 21%/younger)
- Making them feel more important to their community (37% vs. 19%)
- Making them feel a responsibility to work on community issues (39% vs. 17%)

Overall Contribution

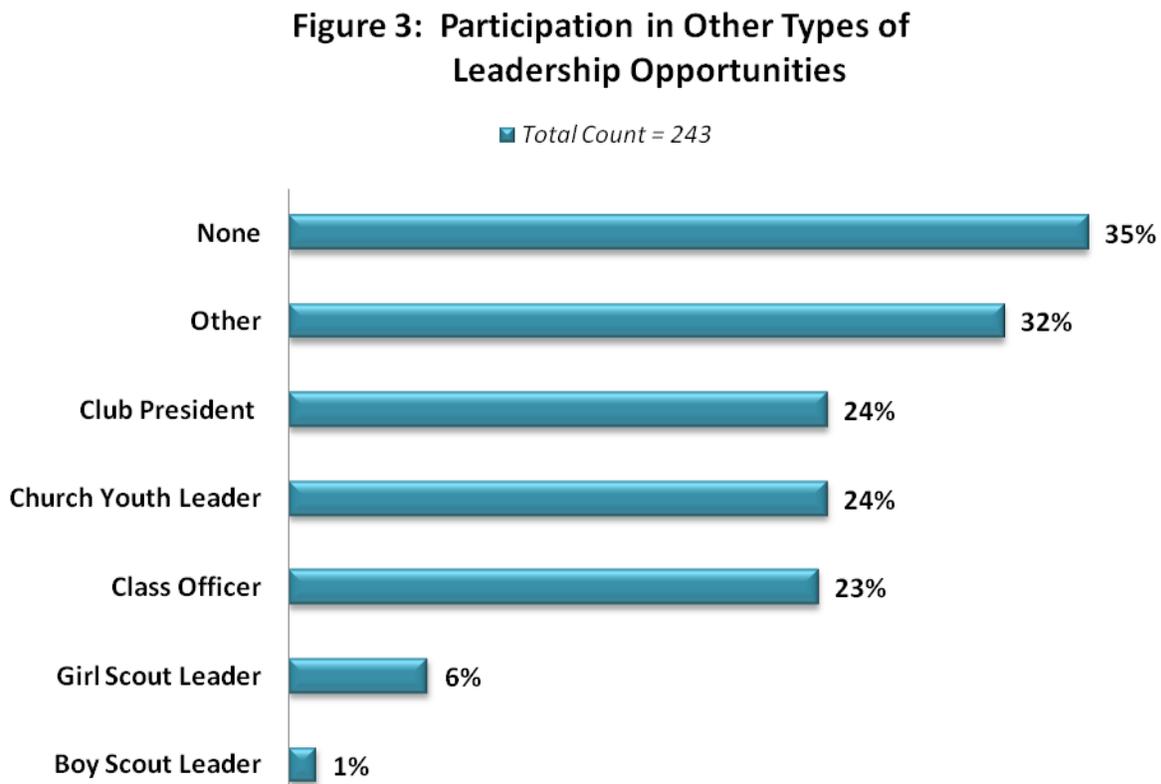
Figure 2 provides an overall snapshot of all the indicators described in the survey and the percentage of respondents that felt their 4-H or UW-Extension youth programming experience has contributed a great deal/to a great extent in their ability to practice the indicators listed (top bar in each grouping) and the percentage of respondents who believe their 4-H or UW-Extension experiences did not contribute at all (bottom bar in each grouping). Treating people who are different from themselves with respect was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the most; settling disagreements in ways that are not hurtful was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the least.

Figure 2: Overall Contribution of 4-H or UW-Extension Youth Opportunities/Program Participation



Other Leadership Opportunities

Respondents were asked which other types of leadership opportunities they have participated in (Figure 3). Seven options, including “other” and “none” were listed and respondents could pick as many of the opportunities as applied. About one-third of the respondents had not participated in any of the leadership opportunities described in Figure 3. “Other” leadership opportunities ranged from Relay for Life Team Leader to Badger Boys State Delegate. All “other” leadership opportunities are included in Appendix B, Question 14. Approximately one-fourth of respondents had experiences as club presidents, church youth leaders, and class officers in their schools. A considerable drop-off occurs for those who were Girl Scout and Boy Scout leaders.



Statistically significant differences between different groups based on participation in leadership opportunities described in Figure 3:

- Older youth were more likely to have been a class officer (29%/older vs. 15%/younger) or club president (34%/older vs. 11%/younger) than younger youth.
- Females were more likely than males to have been a class officer (25%/female vs. 14%/male).

Differences: Other Leadership Opportunities and 4-H or UW-Extension Leadership Opportunities

A follow-up question asked respondents to describe how their 4-H or UW-Extension leadership opportunities differ from the other leadership activities they participated in during 2010. Responses to this question were categorized based on an overarching theme. When a particular comment contained multiple topics, the comment was split among the appropriate categories. Of 137 responses, 169 specific comments were placed into 15 categories (Table 9).

Table 9: How are 4-H or UW-Extension Leadership Opportunities Different from Other Leadership Activities?		
Category	Count	Percentage
Comprehensive and Varied Programming Leadership Opportunities	41	24%
Did Not Participate in Other Leadership Activities	28	17%
Variety of Age Groups	19	11%
Community Involvement	14	8%
Don't Know	13	8%
Lead Groups/Meetings	12	7%
Meet New People	7	4%
Working with Others	6	4%
Travel	6	4%
Communication	5	3%
Responsibility	4	2%
Specific Situations	3	2%
Voluntary	3	2%
Miscellaneous	2	1%
TOTAL	6	4%
	169	100%

While the complete comments are available in Appendix B, Question 15, the following are representative comments from respondents.

Approximately 1 in 4 respondents who answered the question identified unique programming that sets 4-H and UW-Extension youth leadership opportunities apart from their other activities.

“4-H is not necessarily different from my other activities, but more in-depth. It specializes in everything under the sun and that allows me to figure myself out in a million different ways.”

A considerable number of respondents discussed the many leadership opportunities they have taken advantage of.

“With other activities I am involved in, adults usually take all the leadership positions and plan out all activities, with 4-H I have a chance to do these leadership positions myself.”

“Whether you're at school, home, work, camp, or basketball practice, you can be sure 4-H has a leadership skill for you.”

Conclusions

The purpose of the statewide evaluation was to describe the nature and scope of 4-H and UW-Extension youth development leadership programming for youth 7th-13th grades and document outcomes for youth who participate related to leadership life skills, confidence, and behaviors. The analysis in this report concludes:

- **Alumni of 4-H or UW-Extension programming believe their participation has contributed to specific social skills.** Approximately 7 in 10 respondents felt their 4-H or UW-Extension participation has contributed “a great deal” or “quite a bit” in their ability to work cooperatively and collaboratively with others, treat people different from themselves with respect, and to listen carefully to what others say.
- **More than 3 in 5 of the survey respondents think that their participation in 4-H or UW-Extension programming has contributed to specific leadership skills.** Respondents report that their 4-H or UW-Extension participation has contributed “a great deal” or “quite a bit” in their ability to accept responsibility for a doing a job, help a team/group reach its goals, understand their own leadership strengths, improve their leadership skills, motivate and inspire others, and recognize themselves as leaders.
- **Written comments suggest that communication skills (particularly public speaking) and increased confidence are the top areas in which respondents believe their participation in 4-H and UW-Extension has helped them.**
- **Strong majorities of respondents believe that their 4-H or UW-Extension youth opportunities/programs has contributed to a great extent or somewhat with all of the community connectedness indicators asked about in the survey.** Respondents report that their 4-H or UW-Extension participation has contributed “to a great extent” or “somewhat” in making them feel more connected to their community, in making them feel more important to their community, in providing them with a better understanding of community issues, in making them feel a responsibility to work on community issues, and in motivating them to work with others to make things better in their community.
- **Treating people who are different from themselves with respect was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the most.** Settling disagreements in ways that are not hurtful was the indicator respondents felt their 4-H or UW-Extension experiences contributed to the least.
- **The impact of 4-H or UW-Extension youth leadership programs increased with the length of time involved.** The longer UW-Extension can keep youth involved in 4H programming, the more impact there is. Efforts to retain members/participants are important.
- **When asked to describe how their 4-H or UW-Extension leadership opportunities differ from the other leadership activities they participated in during 2010, the difference most identified by respondents was the comprehensive and varied programming of 4-H and UW-Extension opportunities.**

Appendix A – Non-Response Bias Test

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not respond to a questionnaire have opinions that are systematically different from the opinions of those who do respond.

The standard way to test for non-response bias is to compare the responses of those who respond to the first mailing of a questionnaire to those who respond to subsequent mailings. Those who return subsequent mailings are, in effect, a sample of non-respondents (to the first mailing), and we assume they are representative of that group.

In the case of an on-line survey, such as the 4-H and UW-Extension Youth Leadership Survey, the SRC compared the responses of those who completed their survey in response to the first invitation to those who completed the survey after reminders were sent. Those who responded to the survey after the reminders are, in effect, a sample of non-respondents (to the first invitation) and we assume they are representative of that group. In this survey, 132 people responded to the first invitation and 147 responded after reminders. Out of 73 variables tested, we found two variables with statistically significant differences between the mean responses of these two groups of respondents (Table A1).

Respondents to the first invitation, compared to later respondents, were more likely to have participated in a 4-H County Committee (mean = 1.92) than those responding after reminders (mean = 1.61) on a scale of “1 = Never” to “4 = 3 or More Years.” Earlier respondents also rated their experiences as a local government representative slightly higher (mean = 1.43) than later respondents (mean = 2.50) on a scale of “1 = providing the greatest skills and experiences” to “3 = the leadership opportunity providing the third greatest skills and experiences”.

While these two items are statistically different, the differences are relatively small and would not affect the overall interpretation of the results. **The Survey Research Center (SRC) concludes that non-response bias is not a concern for this sample.** This means these data should accurately reflect the opinions of the surveyed populations.

Table A1 – Statistically Significant Differences Between Responses to First Invitation and After Reminders			
Variable	Mean First Invitation	Mean After Reminders	Statistical Significance
Q9 Extent of Participation: 4-H County Committee	1.92	1.61	.030
Q10 Provided Most Leadership Skills: Local Govt. Representative	1.43	2.50	.042

Appendix B – 4-H and UW-Extension Youth Development Programs - Written Comments

Q11. What is one of the most important things you can do now as a leader that you could not do before participating in the 4-H Youth Development program? (186 responses)

When a particular comment contained multiple topics, the comment was split among the appropriate categories.

Area: Social Competency

Communication (72 comments)

Public Speaking (42 comments)

- Public speaking (3x)
- 4-H has improved my speaking in front of kids of all ages and making it interesting for all.
- Be able to speak in front of others easily and with confidence.
- Be confident to speak in public.
- Better speaking.
- Confidence to speak in front of a group or on the phone when representing the club.
- Express my ideas and thoughts to others. Public speaking.
- I also couldn't have spoken in front of groups.
- I also enjoy public speaking.
- I am a better public speaker.
- I am a better speaker now.
- I am able to speak more confidently in front of people without getting nervous.
- I am able to speak to a crowd better.
- I am more comfortable speaking in front of groups.
- I am not afraid to speak in public.
- I am now able to confidently stand up in front of a group of people and talk to them and get my message across. 4-H has greatly improved my communication skills and public speaking skills. Without 4-H, I very well likely could be one of those kids; you know- the ones you stare at the ground, pace back and forth, and sweat over just giving a simple speech in front of their classmates. Now, this is no big deal to me, and I actually enjoy it.
- I can easily speak in front of people without feeling nervous which I wouldn't have been able to before. I used to get so nervous, but now I can rest easy and know that it will be fine.
- I can more easily speak in front of groups, which is a great skill to sharpen!
- I can talk in front of a group of people.
- I can talk much better in public.
- I feel I have better public speaking abilities.
- I have a lot more confidence in myself as a speaker and don't find it scary or intimidating to speak in front of people.
- I think that the greatest skill I have gained is public speaking.
- I'm more comfortable talking in front of people now than I was before.

- More comfortable w/ public speaking. Not afraid to share my opinions & ideas.
- Now, through 4-H I am able to talk more openly in front of crowds and with people in general.
- One thing that I could not have done is being able to talk in front of so many people at one time.
- Public speaking tremendously.
- Public speaking, make my own opinion heard, sharing more ideas.
- Speak in front of people with confidence.
- Speak in front of people.
- Speak in front of public.
- Speak in front of strangers.
- Speak in public with confidence.
- Speak more comfortable in front of a group.
- Speak more fluently in front of small crowds without getting nervous.
- Speak publicly in front of people.
- Speak to a group of people.
- Speak to large groups.
- The most important thing is speaking skills because I remember when I was little I would run off stage when I was speaking now I am a great public speaker.

Confidence in Offering Opinions (26 comments)

- Ability to speak out for what I believe is right and be a leader of that decision.
- By being a reporter, I have found how to get the word out of what your club is doing.
- I always had issues with speaking my mind in group situations.
- I am much braver at speaking now and it's easier for me to communicate with others.
- I am not afraid to speak out in school or at meetings.
- I can now speak up for what I believe in and voice my opinion.
- I can speak and have my voice and opinion heard more than when I wasn't a leader.
- I can stand up in front of people and talk as well as listen to everybody's ideas.
- I do believe that I am a more confident in speaking with others, including peers and adults, in any situation.
- I feel more comfortable speaking in front of people without being judged.
- I have more ability to speak my mind and give ideas to our 4-H group.
- I have now had the opportunity to be the announcer for our county Jr. Livestock auction for two years in a row.
- I have taken ideas to the county fair board for approval on behalf of my project.
- I know how to make my voice heard now. I am also able to get my point of view out to others and potentially change the attitude of the meeting.
- I personally feel that 4-H has really given me that gift to communicate, speak and lead others. Some call it the "gift of gab".
- I was pretty shy to start off with, now I can express a well-thought out opinion.
- I'm more capable of standing in front of a group of people, and putting forth my ideas, to initiate discussions.
- I've been able to speak my thoughts and listen to others.

- Participating in the 4-H Youth Development program has helped me to not be quite as shy in public places; I am able to speak more easily to people I do not know.
- Speak with confidence, speak my mind.
- Talk to groups -participate in meetings.
- The confidence that I now have speaking and leading.
- The most important thing I have received from 4-H is the confidence I have communicating to younger and older members and adults that I work with day-to-day.
- Voice an idea.
- Voice my opinion in public settings.
- Writing what goes on in 4-H.
- ***Speaking with Adults (4 comments)***
- Communicate well with adult leaders.
- I am more willing to voice my ideas in front of adults.
- Speak in front of groups of adults.
- Talking to adults.

Planning and Organizing (32 comments)

Running Meetings (10 Comments)

- Conduct meetings and lead discussions.
- How to run a meeting.
- I can lead a group.
- I can now be able to help kids and feel confident about running a meeting.
- I can now lead meetings as an elected officer.
- I have the ability to be put on the spot and lead a group. I can guide people through discussions and tasks. Being able to voice my opinion and what others have to say.
- I know better ways to lead (to keep arguing/disagreements to a minimum) after watching great leaders in our club.
- Lead a meeting!
- Not only do I know how to speak but I also know how to prepare properly for either leading activities or giving a demonstration.
- Run and organize meetings with more than 50 people present in a room. I now know how to make motions, follow Roberts Rules and guide activities.

Organizing Meetings (9 comments)

- Organize events. **(2x)**
- As an older member of my club, I have been asked to organize and lead several club activities.
- Finally, I have learned that a calm and collected group is always the most cooperative. Even with little kids, if they're not happy, ain't nobody happy! If you really want to get things done while planning, you need to have the full attention of a calm group. Organization will go much smoother this way.
- I am now able to organize a group of people to be able to work on a project to educate the community or voice our opinion on an important community issue.

- I have learned how to be more organized and keep on track what needs to get done to reach a certain goal.
- I'm much better at organizing and running meetings.
- More organized.
- Organizing activities for our club.

Involvement in Club Affairs (8 comments)

- Be a larger part of issues and be more involved in club affairs.
- Be an officer and work for being the treasurer of my club and move up through the ranks and try to become a camp counselor.
- Help guide our club into a new direction with new ideas, new community service projects, introducing a new installation of officers ceremony, having a first ever new member meeting for our club, handing out a evaluation form which will help us plan our new year, change and enforce our club's bi laws, try to use every member's strengths through the year to make a successful year, to make the best better for our club.
- I am the club's secretary.
- I learned a lot of leadership skills by being president of my club.
- I take a greater roll in helping my community and I was a historian once for my club; something I couldn't have done outside of the club.
- Serve as President of a club.
- This is my first year as a co leader. I want to learn right along with the young people who are in the club.

Planning Meetings (5 comments)

- Be engaged in helping plan activities.
- Help plan events that the 4H does.
- I feel I can be more assertive with my ideas. I am able to have experience and now when planning an event I know what will work and what will not work.
- Plan and implement a workshop or activity for others.
- Planning activities.

Teamwork (22 comments)

Leadership and Teamwork (12 comments)

- Another important thing is that when someone comes up with an idea, I have the power to take that idea and break it down so that other people can make improvements or suggestions to better the idea.
- Be able to lead a group of individuals. I have some say in what happens in our community/4H county.
- Better ability to delegate tasks.
- I am also much better at delegating parts of the project to other members.
- I can see when I am being too much of a leader or if I am not being much of a leader at all.
- I feel that the most important thing I can now do as a leader would be having my opinions matter when talking on an important subject. I feel like many people add their inputs to important subjects but to actually have your opinions matter makes the whole situation better.

- I only have been a leader in groups in school of kids that are all the same age as me.
- Lead people nicely without getting mad if things don't go my way.
- Learn from my peers and adults to give me guidance to become a leader.
- One of the most important things that I have learned through 4-H is how to not only be a great leader, but a follower too. I think that people get caught up in always trying to lead (which is a great thing) but it is also important to take time to listen to other people. You can never learn anything by always doing something, you need to take time to benefit from other people's experiences. 4-H has taught me how to do this.
- Through 4-H I have learned how to not only lead, but to lead efficiently. Sometimes in a group, the best way to lead is to let the people you are working with have a say in the actions of the group.
- Understand that I am part of the group I am trying to lead; I am not above them, but a member as well.

Working Together/Fellowship and Teamwork (10 comments)

- Be part of a team to plan activities.
- I can actively participate in any organization or project I'm involved in comfortably and responsibly because I understand how important it is to listen to others, set goals, organize and delegate tasks as needed.
- I can work better with a wide range of ages and abilities. Before 4-H, I would typically work with a limited age range of students.
- It's taught me the value of teamwork.
- Learn how to work with others better and listen to other ideas.
- Learn to deal with all people.
- Look more at the bigger picture instead of individual goals.
- Maybe make a difference and feel appreciated.
- Work together with others and recognize others ideas and help implement them into a project.
- Working with your peers as a team to achieve a mutual goal is an important life skill that will be used in adulthood.

Decision Making/Problems Solving (10 comments)

- 4-H has also shown me the moral and responsible way to act and live.
- I am able to lead the group in a way to solve problems and stay on task.
- I can listen to what people have to say and learn how to solve a problem without freaking out.
- I can look at the many sides of an issue to find the best way to resolve it.
- I can think of solutions to a problem more effectively.
- It has allowed me to make decisions that impact a lot of people not just a little.
- Settle arguments between small children, how to take control of a group young or old.
- Something that I can do now as a leader that I couldn't do before as a leader is help people with problems that I wouldn't normally know how to solve.
- Understand how decisions affect members as well as future decisions.
- Work together with others and recognize others ideas and help implement them into a project.

Area: Self-Efficacy as a Leader

Confidence (70 comments)

Service to Others (53 comments)

- 4-H has taught me leadership skills including responsibility, organization, planning, and teamwork that I can apply to many other areas including school, and future education for college and employment to be a successful member of the community.
- As a Jr. Instructor in the Dog project, I've learned a lot about how teaching is important to being a good leader.
- As a leader, people give me more respect. When others have more respect towards me, I feel as though we can plan and organize more smoothly. I am able to keep the group in a calm mode more easily than if I had a group that had no respect for me.
- Be comfortable teaching others.
- Before participating in 4-H I never have had the chance to pass down advice to younger kids about experiences I've had.
- Get more kids involved in 4-H.
- Help people do better.
- Help younger children in their fair projects.
- Help younger members.
- Helping out others.
- I am a better dairy cattle judge
- I can be more involved in the club meetings and participate and help in more 4-H events
- I can better voice opinions and ideas to a group so that there is no confusion.
- I can expand what leadership programs I participate in and contribute to.
- I can lead and direct children better than I could before I was elected as a leader.
- I can now take animals and projects to the fair.
- I can say that I'm part of the Eau Claire County Older Youth Council.
- I can stick up for those who deserve it.
- I can suggest ideas for events or help with something's or activities.
- I enjoy helping ensuring 4-H youth are offered a number of activities to help 4-H stay a fun activity and encourage them to stay a member of the 4-H program.
- I enjoy helping the younger kids with their projects.
- I feel comfortable supervising children for extended periods of time.
- I feel like I can be a bigger help to my friends and family and anyone who wants help, also I'm more open to helping people and I have a lot more mental strength.
- I feel more comfortable leading cloverbuds/explorers in activities.
- I have a better understanding of how to get people motivated to participate.
- I have also learned how to teach these things to new and up and coming members so they are more prepared to live and enjoy the 4-H experience.
- I have become more outgoing and want to become more involved in 4-H, which I never had when I joined.

- I have high functioning autism so understanding people is hard for me. Through these programs, I have improved my social abilities and am starting to see how my actions and leadership affect others. I have a ways to go, but 4-H has helped me tremendously.
- I have learned through 4-H that you don't always have to be in first place. I try hard and have fun doing it.
- I have learned to work well with others and with younger children.
- I have more self-respect as well as a wealth of knowledge in what it takes to be on a team.
- I learned how to take care of younger children as a camp counselor and I truly believe that it has bettered my life forever. I am now involved in a youth tutoring youth program at my school and I enjoy it. It gives me a chance to use the skills I've learned at counselor trainings and camp itself.
- I learned that a leader/teacher is also a motivator. Without a productive running of the class, they wouldn't have learned anything.
- I think I can be looked at as more of a leader than a "follower".
- I think this has also helped me a lot outside of 4-H such as in my school work.
- I try to get more kids involved in 4-H.
- I volunteer often to work on committees within my project areas.
- I'm able to show the new 4-H members around and show them were to go in County Fair. Have a positive attitude with the other club members. I can show a leadership in my project groups if someone was having trouble.
- Involve myself in activities.
- It also helps with a student teaching program that I am involved in to interact with the younger kids.
- It also inspired me to do something more and help others learn a new skill.
- Many people want to learn what you know. To teach younger youth the same way as others taught you.
- Offer suggestions without feeling like it's terrible.
- Organize and teach youth the knowledge that I have learned at 4H.
- People are also more interested in my ideas and take action to them rather than just ignore it.
- Riding teaches a person how to trust but also how to lead someone/ something.
- Starting projects with the younger youth.
- Talk to kids about trying new things and being proud of their accomplishments.
- Teach a large group of people.
- The most important thing that I can do now that I'm a leader that I could not do before participating in 4-H Youth Development program would be that I am able to teach and show others about the projects that interest me and hopefully inspire others who have the same interest.
- To show the importance of being active in 4-H.
- When I was younger, I had older members there to show me how to do things.
- Without 4-H I would not be the person I am today.
- ***Self-Confidence (17 comments)***
- 4-H has given me a confidence to try new things and to speak out.
- 4-H has given me the confidence not only as a leader among my peers.
- Be confident as a leader.

- Be confident expressing my opinions.
- Be confident in what I say and believe.
- Feel as if I have a voice, and am important even though I am only 13.
- Feel better/more comfortable about being in a leadership role.
- Have the confidence to run monthly meetings..
- I am more confident in myself, which makes my future options endless.
- I am now more independent and am able to contribute more as a leader in my 4-H.
- I feel comfortable always, and definitely feel more prepared for college because of 4-H than I do because of my education at school.
- I have become more confident in running meetings.
- I have really developed my self-confidence as a leader.
- It gives me more confidence to lead in my club and community.
- Now since the program I have more confidence in different situations.
- Self-confidence not only from the things I have done, but from the wide variety of people.
- You can be more confident.

Responsibility (14 comments)

- Before participating in 4-H I couldn't have planned and taken responsibility for groups like I do now.
- Dedicated to my activities.
- Felt comfortable taking responsibility for things like I do now.
- Have the responsibilities of taking care of animals and taking photographs all for the fair.
- I am not afraid to take charge of a project and get it done.
- I can bring my own ideas and understand how we need to teach kids differently.
- I have also learned responsibility by having to keep up with club activities as a Secretary.
- It has made me feel like a part of something that has helped me learn and take responsibilities.
- Know how to make activities fun and productive.
- Manage money (I am our club's treasurer for the second year in a row) and feel comfortable with the responsibility of this role.
- Responsibility and hard work.
- Take leadership responsibilities.
- To set as an example from my fellow students and carry their problems and suggestions to the higher committee.
- Trying to keep younger kids attention and than challenge the older 4-Hrs is a challenge but one we need to meet.

Area: Connectedness

Connection to Community/Others (12 comments)

- Being involved in community activities and working with members in the community.
- Community service.
- Help out in the community.
- I am able to see a problem in the community and do something about it.

- I am more aware of community service needs and have the ability as a leader to work with the community.
- I believe I have a better outlook on life and feel for my communities needs that I would not have been able to see if I was not in 4-H.
- I can help coordinate activities in my community using the leadership skills I have gained through 4-H.
- I have offered to let town kids use animals on my farm to show at the fair.
- I used to always volunteer for things that our club would do for community service such as caroling at nursing homes, weeding gardens, and doing Christmas Clearing Council. Now, I am able to wait until no one wants to do it before I raise my hand to volunteer. I think that is very important as a 4-H officer.
- One important thing that you can do as a leader is get everyone participating in everything so we all get to help out the community in a different way.
- The knowledge that I come away with from 4-H will allow me to continue to be an active participant within the community and local 4-H programs. Whether this be in a leadership role or sponsorship/mentoring role.
- The most important thing I have done as a leader is that in our Hispanic Community I have taught the parents about 4-H about all the great opportunities that it has to offer.

Misc. (36 responses)

Not a Leader/Don't Know/N/A (12 comments)

- I am not a leader (2x)
- I do not know (2x)
- N/A (2x)
- I could not be a Jr. leader.
- I have never been a leader of anything.
- I have not been in a leadership position. I have taken the project for fair.
- I think this evaluation might have been sent in error. My daughter is not a youth leader. I don't even know at what age they can become one or how they go about it. Our experience in 4h has been in a club that has a narrow focus (horse - NOTA). Because we feel we don't know much about what 4h has to offer, even after being in it for several years, we are in search of a different club.
- It is very hard for me to answer this question because I am not a leader in my group and I did not take part of the 4-H Youth Development program.
- I've never been a leader.

Meet New People/Make Friends (5 comments)

- Before I started 4-H, I had a really hard time talking to new people when I was with me friends. I thought why make new friends when you have some really good ones already. But with the time I have spent in 4H I have become really good at make new friends and trying to make everyone feel like they are welcome!
- I also get to meet new people.
- I have a much better ability to make friends.
- The friends you make in 4-H are great.

- To be a camp counselor and help out at camp counselor and meet tons of people.

Travel (4 comments)

- Go on cool trips.
- To go on trips to help me in my leadership skills.
- I have also been able to attend a leadership conference in my specific project area.
- It was possible to get some of the kids to go on trips. This was a great experience for all of them.

Other (15 comments)

- Good way to grow.
- I don't see something that was just from 4-H but rather a combination of everything I have done.
- I feel the same. I am an outgoing person and I love to help people. I have only been in 4H for 2 years so I am still learning.
- I know how to utilize the resources available to me.
- I understand parliamentary proceed a little which I knew nothing about.
- Just joined junior leaders this year.
- Not much.
- Nothing whatsoever.
- Nothing. Our club does very little and even when someone does something individually without a team, it is not something that contributes to much if anything.
- Participate in co-ed activities. Still do not understand what the youth development programs are.
- The experience I've gathered just from the dog project alone is invaluable.
- The Racine County program and 4-H in general is very narrow-minded and homophobic. As a participant, I learned that you can only count on yourself to stand up. You need to have thick skin because some people, rurals, are ignorant when it comes to diversity and 4-H does nothing to change that.
- This was emailed to a parent, so I am answering the best I can on behalf of my 2 children.
- With this in mind, I now own and operate a small horsemanship lesson business that not only focuses on the child with the horse, but the leadership role in it.
- You can have a new idea of what to do as a leader. Like now when you have one of you three meeting you could not just talk about what you are the leader of you could go and pick up garbage and/or you could go to some center and help some littler children learn some of the things that they did not know.

Q14. In which of the following other types of leadership opportunities have you participated in? 'other' responses (75 responses)

- 2010 State Ayrshire Queen
- Adult leader/volunteer
- Art Club Officer, Spanish Club Officer
- Back stage builder
- Badger Boys delegate
- Badger Boys State; student council Pres.
- Band, Choir
- Big Sister through Big Brothers Big Sisters
- Boomerang
- Boomerang teacher
- Capitol Conference Leadership
- Captain for sports teams
- Captain of Quiz Team
- Chase Key Club
- Club Officer
- Community server
- Did not hold leader roles but did participate in clubs and church events
- Drill team leader
- E-club and Student Council Vice President
- Exchange Student
- F.L.A.G. Member
- FCCLA Secretary
- FFA (2x)
- FFA Chairperson/Officer
- FFA Officer (4x)
- FFA Officer several years
- FFA officer, Wisconsin Junior Simmental member - on committees
- FFA President
- FFA Sec.
- Fire Explorer
- First chair in band
- Forensics captain, lead role in One Act
- Help with a number of sporting events for youth
- Horse Riding Instructor
- Irish Dancer Honor Dancer
- Jr. Horse Leader/trainer/mentor
- Key club, choirs
- Lead groups in karate
- Leader in Special Olympics and REINS therapeutic horse riding
- Line Officer in Jobs Daughters
- Link crew, pep club, solo/ensemble
- Marquette county youth representative
- National Honor Society President
- National Junior Honors Society
- Town board
- Relay for Life Team Leader & FFA Officer
- Reporter
- Saddle club, hunter safety
- School projects
- Secretary of poultry youth club
- Sunday School Teacher
- Taking care of my retarded puppy
- Team Captain
- Team Captain for Equestrian Team
- Vice President, Richland Area Shooting Sports Club
- VISTA working with 4H in our Hispanic Youth Development
- Volleyball coach
- WEB, Health Fair at school
- YMCA class teacher

Q15. How is the 4-H or UW-Extension leadership opportunities different from the other leadership activities you participated in during 2010? (137 responses)

When a particular comment contained multiple topics, the comment was split among the appropriate categories.

Comprehensive and Varied Programming (34 comments)

More Comprehensive

- 4-H covers a wide variety of things and taught me to be a well-rounded individual where as other leadership roles may sometimes mold a person into one type of person.
- 4-H is not necessarily different from my other activities, but more in-depth. It specializes in everything under the sun and that allows me to figure myself out in a million different ways.
- 4-H leaders also take different steps in preparation that I have enjoyed immensely.
- A lot more different opportunities with 4-H.
- At the other activities, it mostly focuses on skills to help you excel at the sports that I am playing.
- I think 4-H really brings it all together, you can teach or coach but without learning the basics that 4-H gives you, it means nothing.
- I think the FFA has a more state-to-state similarity where 4-H can be very different from state to state. FFA works more with teens looking toward the interests they have into the future with there education and job.
- It broadens my horizon to different ways to look at things.
- It requires less time; at least for our less-than-involved club. We would like to branch out more, but it is difficult, as so few members constitutes us less able to participate in more opportunities.
- It's different because, they get you and the others more involved in what you're doing.
- Its more all about farming, Ag, or nature.
- It's more flexible. You are asked to help out in things, but it doesn't hurt you if you can't because other things you are already doing.
- Many of the other organizations I belong to seem to leave you hanging with no clear direction.
- More active.
- More organized.
- On things like Student Council, we were all different but had to work together nonetheless. As well with 4-H; we are all different in the projects we do we still have the same aspect of 4-H as a whole.
- Organization is better.
- Some of the activities that I have attended just teach you about how you can be a leader in your classroom or in your school. But, 4-H teaches you about how to be a leader in all sorts of situations.
- The 4-H opportunities are more organized and give you a clearer understanding of what you are to accomplish.
- The personality of the program and the leader helped to give it a different feel. It was also a situation in which we discussed serious topics, and did so in an appropriate manner that allow us to be effective, but not at the expense of being boring.
- The youth county board program has helped me understand local government so much. I praise it for this.

- There are so many new opportunity for young people to do.
 - There is many more rules and guidelines given now.
 - There is something for everyone, in every project area and interest.
 - They are a lot of fun and are more interesting than some other opportunities.
 - They are also easier to get involved with.
 - They are different because I really don't get other opportunities.
 - They are different because of their program.
 - They are more focused on us and how we can better ourselves.
 - They are more involved, and I feel they truly want me to become a better person.
 - They provide more opportunities for training unlike other leadership activities.
 - They're more open.
 - Through participating in 4-H, you are able to gain so many new skills.
 - We actually volunteer and make a difference.
 - When I was younger and participated in leadership activities they were different from 4-H in that there wasn't a common ground on which we all stood. With 4-H we all are IN 4-H and we all know how that works.
 - With participating in 4-H, I really believe your opportunities are endless.
 - Working with animals is something that not many of my friends have any experience with.
 - You can also tryout for opportunities like Mr. or Miss Ozaukee and a youth leader.
 - You would be more involved with other things during the year.
- Less Comprehensive***
- 4-H has more home development skills I think it's becoming more a lets win a prize rather than what have I learned.
 - Girl scouts was more about learning skills to improve yourself. As a Church Sunday School teacher, it was about being a servant of God, preaching and teaching his word.

Leadership Opportunities (28 comments)

- 4-H has provided me with leadership opportunities that align with my skills and interest.
- 4-H is the only place where I participate in leadership activities.
- 4H leadership is different because it offers project-specific leadership.
- 4-H or UW-Extension leadership opportunities were different from other leadership activities because I felt more comfortable around friends and others in the group.
- Being a camp counselor is in my opinion the best leadership experience out there. You need to be a quick problem solver and you need to be able to accept challenges.
- I am a really big leader in the color guard; I help make routines with the adult leaders of our color guard.
- I have more of a leadership role. The other clubs or groups I participate in and not lead.
- I have participated in more leadership opportunities outside of 4H just because of timing. All Leadership opportunities have helped me become a better person.
- I think they help you more with trying to be assertive and become more comfortable with being the leader and making important decisions.

- It gives you more widespread leadership.
- It is an experience in which you can be yourself, make friends, and learn how to be a better leader all at the same time.
- Many leadership opportunities outside of school setting.
- My 4-H leadership opportunities are different from the other leadership activities I have participated in by being more formal and learning the process of how a meeting is formally run and how to address an issue through going through many committees.
- People seem more dedicated to leadership.
- The 4-H leadership opportunities are different from other activities because they all focus on leadership. Pure, raw, unpleasant leadership.
- The 4-H leadership opportunities that I have participated in are much more hands-on than the lectures/workshops about leadership offered through our school!
- The 4-H leadership opportunities are so broad and are so easy to find something to do with it, finding something I feel comfortable leading in is very easy.
- The leadership opportunities have more adult/member interactions which help the members learn from the best in the community.
- The leadership skills I was exposed to started in grade school, whereas the others started in late middle school or high school.
- The other leadership activities I have attended are not as 4-H related.
- The UW-Extension leadership opportunities are different from the other leadership activities I have done would be that they really show you who you are and make you a better person.
- There are many more opportunities for every type of leadership.
- There are many more opportunities in 4-H for leadership.
- There are more varieties of leadership opportunities, such as youth leadership in specific project areas or camp.
- They are kind of the same give more room to grow in leadership.
- They give you more self-confidence in how to lead.
- Whether you're at school, home, work, camp, or basketball practice, you can be sure 4-H has a leadership skill for you.
- With other activities I am involved in adults usually take all the leadership positions and plan out all activities, with 4-H I have a chance to do these leadership positions myself.

Did Not Participate in Other Leadership Activities (19 comments)

- N/A (5x)
- Have not participated in any other leadership activities in 2010. (3x)
- Does not apply.
- I did not have the choice to have other leadership roles as these types of activities were not part of my life or the organizations I belong to.
- I did not participate in others.
- I didn't participate in any other leadership activities.
- I didn't participate in any other leadership groups other than UW-Extension.
- I have not participated in a 4-H leadership program anytime in my year and a half of being in 4-H.

- I haven't done anything else.
- I haven't participated in any other leadership opportunities outside of 4-H except in my classes at school.
- Only participated in 4-H during 2010.
- There wasn't as much participation or available places to participate as I got older for more leadership opportunities. Mainly the ones available were for younger members.
- This is the only program I have participated in for leadership.

Variety of Age Groups (14 comments)

- 4-H gets me involved with more children than some of my school groups.
- 4-H has taught me how to be a leader for people my own age and people older than me other than for people younger than me like the other leadership opportunities.
- 4-H involves many different age levels.
- Has many interested for everyone. Also the whole family can be involved, not just girls or boys, everyone including parents.
- It teaches you how to interact with little kids and kids that are older than you too, instead of kids that are just your age.
- More duties with kids of all ages.
- Opportunity to work with a wide range of ages and being able to lead in a safe supportive environment.
- The leadership opportunities that I participate in outside of 4-H have me interacting with my peers, while 4-H activities have me interact with youth of all ages.
- The other leadership opportunities that I have participated are mainly from my school. This means that the majority of the people that I'm working with are my own age. In 4-H you are expected to work with people of every age, younger and adults.
- They are different because I can work with people of all ages. Not just the age groups that I am around. All ages.
- With 4-H you are working with kids of all ages and from different areas.
- Work more with younger youth.
- Work with different ages together.
- You are helping younger and older people learn and maybe what you participated in is only people that are your age.

Community Involvement (13 comments)

- 4-H leadership opportunities are different because they focus more on community.
- 4-H offers more opportunity's to in interact with the community, and it takes the focus off of yourself, and helps you remember others in need.
- A lot more things to do, especially for the community.
- I get to work with experienced members of my community and not just my peers.
- I'm able to do them at a larger level, not just the community but also county, state and national.
- In 4-H we do a lot more community work and it gives me a good feeling to be involved.
- In 4H, it is about giving and being part of a club and a community.

- In my community, 4-H members are rare so that is was very unique for me to be in a 4-H group.
- It involves more community than the others on a larger scale.
- It seems like youth that are involved in 4-H are more aware of the local-community and what it has to offer its leaders.
- The 4-H leadership opportunities are different come other leadership that I have done because that works more with the community and I have done some others that are all about the community.
- They help to focus on the things that others want, like other people in the community and club and events that need help.
- Through 4H, I really got to understand the meaning of community and how we are all connected. 4H has helped to motivate me to better myself and my community and also given me opportunities to do so.

Don't Know/Not Much Difference (12 comments)

- Don't know (4x)
- I don't know, it just is.
- Not a lot of difference.
- Not much difference.
- Not sure.
- Not too much.
- Nothing.
- They are the same.
- They're not really.

Lead Groups/Meetings (7 comments)

- Being a club officer requires me to run a meeting and represent everybody's opinion. My other leadership opportunities don't necessarily do that.
- Different ways to go about leading a group.
- It did give me a chance to work with a small group and teach them an activity.
- Not really different just different groups to lead, maybe larger or smaller groups.
- The 4-H programs offer more information about how to plan activities for a large group not just for small amounts of people. You learn to think about the mechanics of all of your plans.
- They don't talk about how to run a meeting and keep kids interested in 4-H but instead to teach them about things and how to make them feel more welcome with games and such.
- Well being a class leader, you help a class of about 150 students. When you are a county leader in 4-H you are leading over 200 individuals all with their own interests and disabilities that you may not see in one school.

Meet New People (6 comments)

- 4-H leadership opportunities have allowed me to meet a lot of new people.
- It is different in that I am working with many different people who I normally may not work with.
- Meet so many people that could forever change your life.
- Sometimes, you talk and interact with different people.

- There are different people I never met elsewhere with different perspectives.
- There are many people that I did not know until I went to those activities, and many of the clubs have a theme and do things like a family.

Working with Others (6 comments)

- 4-H and UW-Extension leadership opportunities are different from other activities I have participated in because they teach me how to interact well with others and become much more social.
- 4-H involves the whole family, unlike other leadership opportunities, which brings families closer together through the success of each person.
- I see the same kids over and over from trips I have taken and we feel like friends that are comfortable putting together activities.
- It also helps build teamwork skills.
- Its different because most leadership roles you have to convince people that they can do something, for instance sports, but with 4-H you are trying to help the members of your club become a better person and be able to have confidence in your group.
- Most of the time I am working with the kids at the top of the totem pole and in Teen Court I am learning to work with those near the bottom.

Travel (5 comments)

- I have traveled to more events and met many more people than in my local activities. It is countrywide.
- Other activities that I participated in this year was through the Southern Door FFA Chapter. The FFA chapter has allowed me to go to the Washington Leadership Conference in Washington D.C. as well as going to National FFA Convention in Indiana. Through the 4-H I'm not aware of all the opportunities that are out there compared to the FFA events. I feel I have gone to higher levels through the FFA rather than the 4-H.
- They let you apply to go on trips.
- Visit so many new places.
- We get chosen to go on trips.

Communication (4 comments)

- 4-H also gives you so many opportunities to practice public speaking and communication skills.
- I learned how to communicate with someone who does not speak my own language.
- The program has allowed me to gain confidence in my ability to speak in front of people and adults.
- You are constantly asked to get up either before your club or county meetings and maybe just introduce yourself or talk about an activity you participated in. 4-H encourages you to jump in and try.

Responsibility (3 comments)

- 4-H gives you a whole new sense of responsibility.
- I felt that I had a bigger role when I was in 4-H than I did in other clubs that I participated in.
- In other programs I have participated in, I've only had the responsibility of the position I held. In 4-H I have the responsibility of my projects, my office, and the other members in my club.

Specific Situation (3 comments)

- Because I am involved in so many activities, I always have something to do and I have so many things to compare 4H to. However because of a certain leader that joined the UW Extension 2 years ago, my 4H involvement has suffered. This authority figure has an idea that she's the boss and everyone has to listen to her. She does not work well with others and she has all but kicked me out of YLO. She even left me out of camp this summer after I've been a counselor for 5 years and never had any complaints just because she didn't like me. There are so many things I could say to complain about her but the main point is that I don't really want anything to do with YLO and some activities in 4H just so I don't have to have conflicts with her.
- In 4-H, the members do not have the special needs like in other activities. This makes me the one with special needs. Everyone seems to be understanding that I act different so I try really hard to fit in with everyone.
- Our Racine County extension agent and youth coordinator Tracy and Linda are often too lazy to help youth. I loved 4-H but these were things that really hurt the program. If the two paid employees work just as hard as the VOLUNTEERS then the program would have been the best thing in the whole county as far as teen leadership is concerned.

Voluntary (2 comments)

- Programs that I was involved with at the high school level seemed more mandatory versus voluntary on behalf of the student.
- The difference between the 4-H and National Junior Honors Society I was selected according to my grades, my application, and my recommendations. In 4-H I am a volunteer.

Misc (6 comments)

- I think that they are a lot a like.
- I was way more involved in 4-H.
- It has always been the constant club that I have been in it is always familiar.
- It is more fun!
- Student council and church groups are great yes, however, participating in 4-H can give you and advantage later in life. College applicant reviewers know what 4-H is and does, and how good of a work ethic 4-Hers have and the skills they have learned throughout.
- They don't require staying awake all night wandering about with a half-delirious stoned schizophrenic retarded puppy.

Q20. In what county do you reside? (Question was asked of non-enrolled group; county data for enrolled group was available pre-survey) Results = Percentage/Count

0%/0	Adams	2%/6	Iowa	1%/3	Polk
0%/0	Ashland	0%/0	Iron	1%/4	Portage
0%/0	Barron	1%/2	Jackson	0%/0	Price
1%/3	Bayfield	1%/4	Jefferson	4%/11	Racine
0%/0	Brown	0%/0	Juneau	2%/5	Richland
0%/1	Buffalo	1%/4	Kenosha	6%/17	Rock
0%/0	Burnett	0%/0	Kewaunee	0%/1	Rusk
3%/8	Calumet	2%/6	LaCrosse	2%/5	Saint Croix
1%/4	Chippewa	3%/7	Lafayette	0%/0	Sauk
1%/4	Clark	1%/2	Langlade	0%/1	Sawyer
1%/4	Columbia	2%/6	Lincoln	1%/2	Shawano
0%/0	Crawford	1%/4	Manitowoc	4%/10	Sheboygan
1%/3	Dane	3%/7	Marathon	1%/4	Taylor
3%/7	Dodge	0%/1	Marinette	0%/0	Trempealeau
1%/2	Door	1%/3	Marquette	2%/6	Vernon
0%/1	Douglas	0%/0	Menominee	0%/0	Vilas
2%/5	Dunn	0%/1	Milwaukee	3%/9	Walworth
3%/8	Eau Claire	1%/2	Monroe	2%/5	Washburn
0%/0	Florence	1%/2	Oconto	4%/10	Washington
3%/9	Fond du Lac	0%/0	Oneida	1%/4	Waukesha
0%/0	Forest	0%/1	Outagamie	3%/8	Waupaca
1%/4	Grant	3%/8	Ozaukee	0%/0	Waushara
4%/10	Green	0%/1	Pepin	3%/7	Winnebago
0%/0	Green Lake	3%/7	Pierce	3%/9	Wood

Appendix C – Quantitative Summary of Responses

Developing Leadership within 4-H and UW-Extension Youth Programs

YOUR PRACTICES

Thinking about the last year (2010), to what extent have you participated in the following practices because of your participation in 4-H or UW-Extension youth opportunities or programs?

PRACTICES	NEVER	ONCE OR TWICE	EVERY COUPLE OF MONTHS	ABOUT MONTHLY	MORE THAN ONCE A MONTH
1. Learn and practice public speaking	21%	35%	17%	21%	6%
2. Make decisions that affect a club, group, organization, or community	8%	20%	20%	37%	15%
3. Learn about and/or practice mediation and conflict resolution	36%	28%	19%	11%	5%
4. Work as a group or team	4%	11%	17%	39%	30%
5. Lead meetings or project activities	27%	18%	20%	21%	14%
6. Learn about and/or practice planning and organizing	14%	22%	21%	30%	13%
7. Explore your own individual strengths and leadership styles	17%	19%	24%	24%	15%
8. Work in cooperation or partnership with an adult	6%	16%	15%	38%	24%
9. Contact and interact with community leaders	24%	27%	19%	23%	8%
10. Guide, train, or advise younger children and peers	14%	21%	21%	24%	21%
11. Experience guidance, training, or advising from older youth or adults	9%	21%	26%	28%	17%
12. Engage in service that benefits others	3%	15%	30%	35%	18%
13. Plan and/or act to change something in the community or within a program	22%	24%	24%	21%	8%

YOUR DEVELOPMENT

Think about all of your leadership activities in 4-H or UW-Extension youth opportunities or programs, <i>including those before this year</i> . How much do you feel your participation has contributed to your ability to...?	Contributed a Great Deal	Contributed Quite a Bit	Contributed Slightly	Did not Contribute	Don't Know
14. Speak in public	22%	27%	29%	17%	6%
15. Listen carefully to what others say	29%	42%	22%	5%	1%
16. Clearly state thoughts, feelings and ideas to others	15%	40%	35%	7%	3%
17. Think critically about the advantages and disadvantages <i>of decisions</i>	19%	37%	31%	10%	4%
18. Settle disagreements in ways that are not hurtful	11%	32%	35%	16%	6%
19. Identify a problem situation and determine a best solution to follow	13%	33%	33%	15%	5%
20. Delegate responsibilities to others on a major project	16%	29%	29%	19%	7%
21. Work cooperatively and collaboratively with others	34%	40%	19%	5%	2%
22. Treat people who are different from yourself with respect	43%	29%	19%	6%	3%
23. Be sensitive to others' feelings	34%	33%	23%	8%	2%
24. Stand up/Speak out for what is right	25%	29%	29%	14%	2%
25. Accept ideas different from your own	29%	35%	25%	8%	2%
26. Set short and/or long term goals for yourself and others	24%	39%	21%	13%	4%
27. Monitor and re-evaluate goals as appropriate	17%	31%	29%	14%	8%
28. Plan and organize <i>group activities</i>	28%	29%	26%	14%	3%

How much do you feel your participation in 4-H or UW-Extension youth opportunities or programs has contributed to your ability to...?	Contributed a Great Deal	Contributed Quite a Bit	Contributed Slightly	Did not Contribute	Don't Know
29. Help a team/group reach its goals	26%	42%	24%	5%	3%
30. Understand your own leadership strengths	30%	37%	19%	8%	5%
31. Improve your leadership skills	34%	32%	24%	6%	4%
32. Recognize yourself as a leader	31%	29%	24%	10%	6%
33. Accept responsibility for doing a job	39%	35%	17%	7%	2%
34. Motivate and inspire others	26%	38%	21%	8%	6%

How much do you think your participation in 4-H or UW-Extension youth opportunities or programs has....?	To a Great Extent	Somewhat	Very Little	Not at All	Don't Know
35. Made you feel more connected to your community	30%	53%	8%	5%	3%
36. Made you feel more important to your community	27%	50%	12%	7%	3%
37. Provided you with a better understanding of community issues	27%	42%	15%	10%	6%
38. Made you feel a responsibility to work on community issues	27%	42%	15%	8%	7%
39. Motivated you to work with others to make things better in your community	37%	42%	10%	7%	4%

YOUR LEADERSHIP OPPORTUNITIES

To what extent have you participated in the following 4-H or UW-Extension youth leadership opportunities or programs?

LEADERSHIP OPPORTUNITY	NEVER	LESS THAN 1 YEAR	1 – 2 YEARS	3 OR MORE YEARS
40. 4-H Club Officer	37%	7%	23%	33%
41. 4-H County Committee (<i>Leaders' Board, Project Committee, etc.</i>)	65%	9%	11%	15%
42. 4-H Camp Counselor	85%	2%	8%	5%
43. 4-H Teen Leadership Group (<i>County 4-H Ambassador, Jr. Leader; County-Wide Service Program, etc.</i>)	75%	6%	8%	12%
44. 4-H State Team (<i>Youth Leader Council, Art Team, etc.</i>)	88%	3%	5%	4%
45. Specific Leadership Training Opportunities (<i>Leadership Conference, Leadership Camp, Officer Training, etc.</i>)	63%	8%	17%	13%
46. Community Coalition Member or Member of Youth Board of a Community Coalition (<i>ATODA Coalition, Healthy Communities, etc.</i>)	93%	3%	3%	1%
47. Teen Court Panelist	96%	0%	2%	1%
48. Local Government Representative (<i>County Board Representative, local government education, etc.</i>)	94%	3%	2%	1%
49. Leader/Organizer of Afterschool or other Out-of-School Time Programs	68%	10%	12%	9%

50. Of the 10 Leadership Opportunities, listed in Questions 40 – 49, which have provided you with the most leadership skills and experiences? **Please rank up to three of the following leadership opportunities in order, with #1 = providing the greatest skills and experiences, #2 = the leadership opportunity providing the second greatest skills and experiences, and #3 = the leadership opportunity providing the third greatest skills and experiences. Choose at most 3 choices.**

LEADERSHIP OPPORTUNITY	Responses	1	2	3
4-H Club Officer	156	104/23%	30/7%	22/5%
4-H County Committee	56	16/4%	25/6%	15/3%
Leader/Organizer of Afterschool or other Out-of-School Time Programs	50	15/3%	16/4%	19/4%
Specific Leadership Training Opportunities	48	10/2%	13/3%	25/6%
4-H Teen Leadership Group	44	13/3%	18/4%	13/3%
4-H Camp Counselor	40	18/4%	14/3%	8/2%
4-H State Team	25	10/2%	13/3%	2/2%
Community Coalition Member or Member of Youth Board of a Community Coalition	10	0/0%	5/1%	5/1%
Local Government Representative	9	4/1%	3/1%	2/0%
Teen Court Panelist	8	5/1%	2/0%	1/0%
TOTAL	446			

51. What is one of the most important things you can do now as a leader that you could not do before participating in the 4-H Youth Development program? Please write your response in the box provided below. **See Appendix B**

ABOUT YOU

52. How many years have you been a 4-H member?	Not a 4-H Member	Less than 1 Year	1 – 3 Years	4 – 7 Years	Over 7 Years
	4%	1%	17%	38%	40%

53. In which of the following other types of leadership opportunities have you participated in?

Mark all that apply or “None” if you did not participate in any of these.

Class Officer	Club President (chess club, sports club, etc.)	Church Youth Leader	Girl Scout Leader	Boy Scout Leader	Other, Specify <i>See Appendix B</i>	None
23%	24%	24%	6%	1%	32%	35%

54. How is the 4-H or UW-Extension leadership opportunities different from the other leadership activities you participated in?
Please write your response in the box provided below. ***See Appendix B***

55. Gender	Male	Female
	34%	66%

56. Age	11	12	13	14	15	16	17	18	19
	4%	19%	17%	13%	12%	10%	14%	9%	1%

57. Current Grade in School	6	7	8	9	10	11	12	College Freshman	Not in School
	18%	16%	17%	11%	10%	15%	12%	1%	0%

58. Ethnic Background	Asian American	Black or African American	White or Caucasian	Hispanic or Latino(a)	Native American/Alaskan Native	Two or more/multiple race	Other
	1%	0%	99%	0%	0%	0%	0%

59. In what county do you reside? ***See Appendix B***

Thank you very much for providing us with this valuable input!