

Ohio State University Extension 4-H Youth Development Program Review

**Final Report from the
External Review Committee**

July 2019



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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Preface

Purpose

The purpose of a program review is to guide program development on a continual basis. A program review is a process that evaluates the status, effectiveness, and progress of programs and helps identify future direction and priorities. Program reviews are a standard practice in youth development programs (Roth & Brooks-Gunn, 2016) and higher education (Halonen & Dunn, 2017). The Ohio State University Extension 4-H Youth Development program review is a voluntary practice for self-study and external review.

External Review Committee Process

An external review committee, comprised of four leaders from statewide Extension 4-H Youth Development programs, accepted the invitation to participate in the review process. They convened in Columbus, Ohio in April 2019 after reviewing documents on the State of Youth Development in Ohio, an Internal Self-Study, and Crowdsourcing Insights. They met with more than 80 people in 13 different groups to further inform them about the Ohio State University Extension 4-H Youth Development program.

The Review Included Five Elements

- [The State of Youth Development in Ohio](#)
- [Ohio State University Extension 4-H Youth Development Internal Self-Study](#)
- [Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development](#)
- External committee visits and final report
- Key stakeholder communication throughout the process

Context

Ohio State University Extension embarked upon a multi-year effort to build the Extension organization of the future. That journey began with the [Vice President's Conversation on the Future of Extension](#). The overall goal of that effort was to ensure that OSU Extension remains relevant and responsive to the needs of Ohioans well into the future.

Data gathered through the *Vice President's Conversation* was used as a foundation for a [designEXT effort to put ideas into action](#). One of the designEXT steps includes partnering with individuals and communities to co-create multi-faceted solutions for current and emerging issues.

The *OSU Extension 4-H Youth Development Program Review* is the first of a series of OSU Extension program reviews. This project timing coincides with a national search for a new statewide leader.

“Seaman Knapp, known to many of us as the Father of Extension, reportedly advised new faculty against ever referring to themselves as ‘experts.’ More than 100 years ago, new Extension agents in Ohio were introduced to their communities as ‘not a man who comes to criticize existing methods and force his own ideas, but is rather a clearing house where all may bring their problems and work them out together.’ ...

“By working in this way, we become a partner in co-creating solutions to issues people care about. The ‘work’ therefore involves bringing local knowledge and science-based information together in a manner that recognizes and honors both.”

(excerpted from u.osu.edu/conspectus, Roger Rennekamp – December 13, 2016)

Contact

This Ohio State University Extension Program Review was conducted on behalf of Dr. Roger Rennekamp, director of OSU Extension and associate dean, College of Food, Agricultural, and Environmental Sciences. The review was led by Dr. Julie Fox, with support from Michelle Gaston.

<https://extension.osu.edu/strategic-initiatives/ohio-4-h-program-review>

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*For the purpose of this report, the Ohio State University Extension
4-H Youth Development program may be referred to as simply as Ohio 4-H.*

[ohio 4-H.org](http://ohio4-h.org)

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I. Executive Summary

Introduction

To help guide Ohio State University Extension as a learning organization, the external review committee for the 2019 OSU Extension 4-H Youth Development program review reported their observations and recommendations for program development on a continual basis. The observations are based on visiting with more than 80 people from 13 different groups, as well reviewing three documents and related resources. Appreciation for the rich history of the OSU Extension 4-H Youth Development program and a thirst for a dynamic future became apparent throughout the process.

The following interwoven themes surfaced across groups and documents: leadership; identity, connectivity and alignment; programming and impacts; diversity, equity, and inclusion; and operations. Based on these themes, the external review committee made recommendations, which are not intended to convey criticism, but rather a reflection to address key issues, build upon strengths, and guide the program moving forward. Strategic recommendations include the following.

- Hire bold and visionary leadership that will engage, influence, and guide the system toward goals for impact, growth, equity, and inclusion.
- Build and facilitate a guiding coalition of stakeholders. This will be needed for buy-in and support of the bold vision for Ohio 4-H.
- Implement a strategic planning process supported by the coalition and aligned with local, state, and national priorities. Recommended outcomes include a program logic model (theory of change), prioritized target outcomes, and identification of core principles that are inclusive of diverse delivery modes.
- Identify shared, state-level priorities that guide collaborative work, and provide support for localized innovation and strategies to meet the needs of specific youth and communities.
- Sunset some aspects of current work in order to move forward with a new strategic plan. Community and campus-based personnel are overwhelmed and it's critical to prioritize efforts and resources toward target goals. Be willing to let go of programs and practices that are no longer core to the bold vision and greatest community need.
- Assess and commit resources as needed to support the strategic plan. The budget, fund development, and capacity building strategies should be aligned with the strategic plan.
- Implement change management that support tactics such as equity and inclusion training; performance evaluation metrics that are aligned to the strategic plan; administrative support for risk taking and innovation toward strategic goals; and new partnerships to help envision and support program priorities.
- Implement communication and collaboration structures that mobilize diverse stakeholders toward shared goals.
- Create and implement an evaluation plan to track progress toward goals (e.g., program impact, hiring goals, enrollment goals, partnership goals).
- Develop a marketing strategy that communicates the bold vision for Ohio 4-H. Intentionally convey the “why” of 4-H and the bold vision.

Conclusion

Ohio 4-H faces a pivotal moment in time. The 4-H program leader position is open and a national search is underway. Staff are highly committed and some are seeking innovation. Stakeholders recognize Ohio 4-H as a key player in youth development. Friends and alumni of 4-H are represented in key places with the potential to be mobilized in support of a new Ohio 4-H vision and strategic plan. There are examples of innovation and new partnerships on which to build. All program areas within OSU Extension are undergoing external reviews in 2019-2020, creating the opportunity to strategically align Ohio State University Extension strategic priorities that address Ohio's most pressing challenges and create synergy among the program areas, including 4-H Youth Development.

The challenges faced by Ohio 4-H reflect national trends. Ohio 4-H is not alone and has unique strengths that position them to be a national leader and influencer in how to achieve the 2025 vision for 4-H. Stakeholders are calling upon Ohio 4-H to do more and believe in a bright future.

For more about 4-H Youth Development, visit <https://4-h.org/about/what-is-4-h> and <https://ohio4h.org/about>.

II. Observations and Recommendations

The passion for the OSU Extension 4-H Youth Development program was apparent in all groups interviewed. Youth and adults serving in different roles shared their experiences and expressed their hopes, dreams, and wishes to the committee. They appreciate the rich history of Ohio 4-H, but most have a thirst for what's next and are willing to work together to move forward. Similar interwoven themes surfaced across groups and documents.

Each theme includes 1) brief background statement, 2) summary of observations, 3) recommendation/s, and 4) resources related to current and best practices. The external review committee recognized the value of a strategic approach to change that accounts for the links between themes, the complexity of the 4-H program rooted in the Land-Grant University, and the dynamic reality of changes within OSU Extension at the time of the review.

A. Leadership

1. Background

Challenges and opportunities related to leadership emerged from discussions with most stakeholder groups. Currently the position of state 4-H program leader is vacant. An interim leader is in place and a national search is underway. The concerns related to a clear leadership structure was deemed highly important by the review committee. The topic of leadership surfaced in the Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development, with personnel eager for more consistency in policy and practice. The Ohio State University Extension 4-H Youth Development Internal Self-Study reported that the vision of Ohio 4-H is to be the state's premier leader in developing youth to become positive productive citizens and catalysts for effective change to improve our diverse society. In this self-study report, more than 120 references to leader indicated the value of leadership modeled at all levels to support future youth leaders. Ohio 4-H has a unique opportunity with the university provost, college dean, and Extension director all having direct experience with 4-H.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to leadership.

Strengths include:

- Ohio 4-H has highly committed leaders in various positions at The Ohio State University and in local communities.
- Alumni of 4-H are represented in key places with potential to be mobilized in support of the Ohio 4-H vision.

Opportunities include:

- There was a strong consensus for the need of visionary leadership for Ohio 4-H, a fresh vision, and a bold robust plan to move Ohio 4-H forward.
- The structure of the state leadership team should be addressed. Specifically, the clarity among state program leaders, area leaders, and county 4-H educators who serve as leaders in the community. There were heart-felt requests for the

state staff to be more responsive to front-line staff and more approachable to faculty in other colleges.

- There was agreement that a strong state Ohio 4-H team can provide leadership, including setting the tone for statewide efforts; clarifying direction; serving the county educators; preparing resources to train community volunteers; and giving permission to stop doing direct service activities or programs that aren't integrated with county educators. The state office could clarify and better connect roles, relationships, and responsibilities of state and county personnel.
- A strong state 4-H team has the potential to help the program look to the future, clarify priorities, and provide the training needed by professionals and volunteers to align around a strong program vision and priorities.

Questions and areas that require leadership clarification include:

- Is Ohio 4-H willing to continue to adjust staffing models to better move the vision forward?
- What is the ideal reporting structure for the variety of personnel engaged in the work of Ohio 4-H?
- What would it take to accomplish this effort?

3. Recommendations

a. Hire Visionary Leadership to Facilitate Change

- John C. Maxwell (2007) in the 21 Irrefutable Laws of Leadership laments that "Leadership ability is always the lid on personal and organizational effectiveness." It is under this assumption that Maxwell contends that if a person's leadership is strong, the organization's lid is high. But if it is not, then the organization is limited.
- The review committee heard from multiple stakeholders the request and need for visionary leadership. This request seemed to be anchored in the desire to be a premiere youth development organization of choice, as well as the hope to be a vibrant program for Ohio's youth. The review committee heard the call for a leader to set the tone and direction of Ohio 4-H as well as to be brave and bold in helping staff sunset programs that will not move the new vision forward. Requests were made to develop bold vision, as well as plans with intentional engagement, goals with specific impacts, and accountability for all.
- It is imperative the leader also needs to serve as an influencer who sets about empowering and inspiring others to achieve the vision. The process revealed significant consensus around the need for a strong focus on program direction, implementation, and outcomes. Though it is understood, staff and partners called for focus and leadership to mobilize groups of people to strive together for a better future. The leader should engage all stakeholders and have the influence to help them recognize that change is progress and is needed for Ohio 4-H relevance, value, and survival.

b. Build a Strong Leadership Structure and Guiding Coalition

- It was clear from the review there is a need to have more clarity around the leadership structure and vision. Without focused leadership, there is a tendency for each entity to become independent entrepreneurs. County staff

expressed uncertainty about the purpose and a sense of disconnect with multiple state office leaders. It appears that state specialists each have an agenda but there is not always a coordinated vision for outcome. For example, through the Ohio State University Extension 4-H Youth Development Internal Self-Study and interviews, it became apparent there are local programs and state programs, but information and evidence about all relevant programs was fragmented (e.g., camps, fair, health, workforce, STEM). This effort may require a different leadership model at the state level. Kotter (2014), in his Accelerate model calls for a guiding coalition to help build strategies and commitment to moving the vision forward. Leadership must have the ability to share power and add value by giving authority to others and allowing the broader team to take ownership of the process.

c. Facilitate Connections and Effective Communication Strategies

- The review committee heard some disconnect between the state office and local community personnel. State staff clearly saw their role as providing direction for the program and training of local staff, but local staff felt this model is overloading their portfolio and work expectations. There were questions raised about the lack of coordination between state-delivered and county-delivered programs in terms of target community partnerships and outcomes. In addition, county staff expressed that some state staff members are not available – don't answer the phone and don't return calls in a timely manner. A unified team of state staff members is critical to leading a new vision. It is important to build this connection to the internal team before connections can be made effectively with other campus departments who desire to work with Ohio 4-H as partnership are key to growth in youth engagement. This connection must also happen with the area leaders who are supervisors of the county 4-H educators. Clear direction and expectations about leadership efforts at the local level is important to move the new vision forward. It appears some trust has been eroded within the Ohio 4-H system. It must be rebuilt. There was a discussion about Central State University's emergence and 4-H aspirations around reaching new audiences. Strong relations and communication along with partnerships needs to be developed to address the issue for both universities to work together to engage more young people.
- It is imperative that leadership connect with openness and sincerity, get to know the different audiences, and go to where they are to learn of their needs and expectations. But more importantly, the leadership cannot underestimate the value of engaged communications.

d. Empower Leadership to Chart the Course – Construct a Strategic Plan with Goals and Strategies Aligned with Local, State, and National Priorities

- The leader should have the ability to “navigate” – determine the course of action, set goals, adjust priorities, engage key personnel, allow acceptance time, take action, anticipate problems, point out success, and adjust plans as necessary. The ability to navigate is especially important in any change effort with Ohio 4-H, especially as change continues to evolve within the college, across campus, and in communities. The leaders need to pay close attention to

current situations to understand local, state, and national priorities. The review committee noted strong support for visionary leadership that operates in the complex environment. Though the change effort is important, paying careful attention to the course of action is highly important to help ensure that diverse stakeholders engage in the process, buy in, and support the vision.

e. Develop Leadership Capacity for Change

- Provide professional development for administrators, faculty, staff, and volunteers to improve understanding of the generative approach to change management and engage them in crafting as well as addressing issues related to the new vision.
- Be intentional in engaging key stakeholders in the “why” and “need” for the change and keep moving forward. There is a natural tendency to embrace change until some individuals realize the challenges brought forth as a result of the change (i.e., what it means for them personally). As change-oriented leadership progresses, there may be resistance and Extension leadership will need to be prepared to address the dynamic issues that arise.
- Invest in professional development that helps faculty and staff increase their awareness of their own program bias as well as culture bias as these may inhibit moving forward with the new vision.

4. Resources

- Kotter, J.P. (2014). *Accelerate: Building strategic agility for a faster-moving world.* Harvard Business Review: Boston, MA.
- Maxwell, J.C. (2019). *The 25-50-25 Principle of Change*, <https://www.johnmaxwell.com/blog/the-25-50-25-principle-of-change/>
- Journal of Extension, <https://joe.org/resources/includes/search2.php?q=change&sa=>

B. Identity

1. Background

Recurring questions addressed during the review process revolved around how 4-H is defined by various stakeholders; what 4-H means to Ohio’s youth and communities; and how 4-H works as part of Extension, CFAES, and The Ohio State University. 4-H is a well-established organization within Ohio, but what 4-H is and what 4-H is all about is not clearly understood. As such, the impact of 4-H to Ohio’s youth is not fully appreciated and countless Ohio youth are not being reached to be a part of the educational and leadership programming that 4-H offers. In the Crowdsourcing Insight Summary, OSU Extension personnel called for new messaging and different marketing channels to engage new audiences, including first generation 4H’ers. The Internal Self-Study included the history mission, vision, values, frameworks, numerous programs, and other elements that illustrate the complexities of the 4-H brand. Through the review of documents and the engagement with various groups during the external review, it was clear there are challenges to communicating a common identity and relevance; demonstrating value; and creating a sense of belonging with diverse stakeholders.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to identity.

Strengths include:

- Stakeholders at local, state, and national levels recognize Ohio 4-H as a key player in youth development.
- The 4-H brand is recognized in communities familiar with the program.
- There is excitement about defining Ohio 4-H more broadly.

Opportunities include:

- Accept the goal of 4-H to support positive youth development (PYD) and investigate how different models and approaches are implemented in different ways.
- Clarify and support the principles of 4-H and create programming beyond community clubs.
- Explore the perception by some colleagues and community members that 4-H isn't "real" unless youth participate in a community club.
- Understand that the terms "club" and "member" are used strictly in some areas and more loosely in others.
- Acknowledge that staff may perceive all youth as 4-Hers, but some youth would say they are at 4-H camp, but not a 4-H member. There is a similar disconnect for youth reached through school enrichment and special interest groups.
- Consider how diverse audiences perceive how 4-H projects are categorized as livestock and non-livestock, especially when they don't understand the concept of livestock.
- Continue emphasizing older youth programs so teens stay involved in Ohio 4-H. Move from projects to a path forward.
- Clarify why Ohio 4-H is unique and what direction the program is headed.
- Share the message that 4-H is agriculture and more.
- Maintain the rural connection and continue to expand efforts to engage suburban and urban communities.
- Expand how Ohio 4-H differentiates as a positive youth development organization.

Questions and areas that require leadership clarification include:

- What barriers prevent identity clarification, brand leveraging, strategic messaging, and measurable communication campaigns?
- What policies limit clarification of terms such as "member" and "club"?
- What support is needed for more consistent messaging and 4-H positive youth development implementation?
- How can a sense of belonging be created and reinforced with youth engaged in 4-H in a variety of settings and with degrees of engagement?
- How can improvements be made to connect the 4-H, OSU Extension, CFAES, and The Ohio State University brands?

3. Recommendations

a. Clearly Define the Core Principles of Ohio 4-H

Establish the core and then work on alignment around the core. It's important to establish clear messaging that Ohio 4-H is for all Ohio youth. It is not just farming,

agriculture, and homemaking. Messaging should be directed to parents promoting scholarship, travel opportunities, college and career readiness, as well as citizenship and leadership. Parents do not always appreciate non-tangibles, but they understand tangibles.

- Refrain from or stop from using terminology such as traditional/non-traditional and livestock/non-livestock to describe Ohio 4-H programming and/or projects. This will then build identity that Ohio 4-H is a broad-based youth development program.
- Intentionally adopt and use marketing strategies that tell the Ohio 4-H story.

b. Be Flexible in Utilizing Relevant Strategies for Engaging Youth and Volunteers in Rural, Suburban, and Urban Settings

Although club programming has proven to be a long-term sustainable strength, for further outreach there is a need to be flexible in utilizing various strategies for reaching all youth regardless of demographics (rural, urban, or suburban). Think innovatively as it pertains to club, in-school, after-school, and community settings. Be nimble to move in bold new directions.

- Recognize opportunities to identify and align 4-H with STEM, workforce development, civic engagement, life skills, and other priorities. Programming can be developed for these areas by utilizing the core principles of Ohio 4-H.
- Stay familiar with competing interests for youth participating in sports and other school and community activities. Be nimble and flexible as it pertains to how to engage youth and keep them interested.
 - For example: FFA chapters operate in middle and high schools with a specific audience of older youth interested in leadership and careers in the science, business, and technology of agriculture. Increasing older youth development with a program such as FFA for other specific high school audiences could result in significant impact in terms of scholarship, leadership, and professional development. Teens as Teacher programs are growing across 4-H nationally. Vermont 4-H has a unique model worth exploring.
 - Engage young people in positive face-to-face experiences especially with opportunities in STEM, life skills, and workforce development. Utilize mentoring and networking opportunities for youth to see what is possible for future careers and leadership opportunities. Take advantage of the strong partnerships with companies, agencies, and not for profit organizations to assist with this effort via programming, mentoring, or sponsorship.
- Envision a revitalized volunteer system that recognizes the value of existing and new volunteers. Consider other types of individuals that could be club leader volunteers other than parents and grandparents. This volunteer expectation works for some families, but there are possible other audiences that have not been utilized such as retirees, fraternities, sororities, STEM professionals, community volunteers, youth leaders, etc.
- Build upon positive adult-youth relationships to enable youth to have hands-on experiences relating to critical areas such as STEM, life skills, and workforce development with adults who have that expertise.

- Continue to build on the strengths of committed adult volunteers, engaged community citizens and leaders, and supportive external partners. There are a lot of people in Ohio who are strong supporters and are very devoted to Ohio 4-H. This is a tremendous audience that can be utilized to message the benefits of 4-H as positive youth development. Educate these groups to understand the core principles of 4-H in order to ensure the message reflects the strong benefits and life-long experiences Ohio 4-H has to offer.

c. Consider Replicating the Place-Based Approach (Adventure Central) as an Impactful, Context-Specific Positive Youth Development (PYD) Program

Consider duplicating or adapting the Adventure Central approach for 4-H relevance in other communities. This may be a very good opportunity to partner with community leaders, corporations, and other PYD programs in the community. Also consider underserved areas in Ohio that could benefit from a place-based approach.

4. Resources

- National 4-H identity, <https://4-h.org/about/what-is-4-h> and online marketing resource center, <https://4-h.org/professionals/marketing-resources>

C. Connectivity and Alignment

1. Background

As Ohio 4-H considers opportunities for the future, there is value in actively coordinating and aligning stakeholders toward a common strategic plan. The review committee found evidence of a strong base of support for Ohio 4-H that is currently diffused and somewhat disconnected. Strong relationships are in place, but not regularly brought into conversation to discuss growth or scale of success. There is great opportunity to amplify and direct the impact of Ohio 4-H through purposeful engagement of existing and new stakeholder groups.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to connectivity and alignment.

Strengths include:

- There is strong alignment among internal and external stakeholders in their articulation of the Ohio 4-H niche impact. Across existing stakeholder groups, there is agreement that Ohio 4-H is strong at workplace preparation and life skill development. Citizenship, civic engagement, and leadership were also emphasized.
- Ohio 4-H has strong partners in place and all seem to have a commitment to youth development. Moreover, advocates for Ohio 4-H are positioned throughout The Ohio State University including advancement and many levels of administration. There is great opportunity to build on this base of support to move a change agenda forward.
- There are strong examples of partnership in urban communities that have been successful in reaching new audiences.

Opportunities include:

- Stakeholder input was that Ohio 4-H can be insular, sometimes closing doors to collaboration on campus and in communities.
 - 4-H has a perception of itself as the only ones that do youth development and gets stuck in that mindset.
 - 4-H is “turffy.” It is very clear to an external person 4-H is interested in what counts and who gets credit.
 - Think outside yourselves. Look at research, scholarship, and best practices outside of 4-H.
- There is a perception that each county runs as an independent entrepreneurship and that Ohio 4-H is a state of independent “super stars.” “County shopping” for policies that best fit family needs/desires sometimes leads to conflict and confusion.
- Stakeholders noted that administrators between the two land-grant universities in Ohio have not yet figured out how to play to each institution’s strength and implement a co-branding strategy.

Questions and areas that require leadership clarification include the following:

- How is Ohio 4-H moving the needle on issues facing Ohio youth and families?
- Who are the industry, campus, and community partners with aligned interests in those target issues?
- What is the common core that connects Ohio 4-H across all counties?
- What is the evidenced impact or return on investment (ROI) of Ohio 4-H across the state?

3. Recommendations***a. Engage Youth in Partnerships and Campaigns***

Do not overlook the role of youth in partnerships and relevant campaigns that engage and value diverse youth. Actively seek the input of youth as many will have valuable contributions.

b. Develop, Document, and Share the Ohio 4-H Impact Story

Stakeholders reported Ohio 4-H programs have not been consistently evaluated and there is limited sharing of successes across counties. Investment in this area would contribute to better alignment and strategic growth.

c. Conduct a Youth Needs Assessment and Link to Priorities, Partnerships, and Return on Investment

- Ohio 4-H has a strong local support base but is not seen as a mandatory county service. During tight fiscal times, it is important to frame how Ohio 4-H is an investment. A strategic needs assessment could help identify issues facing Ohio youth and families that Ohio 4-H has unique assets to address. Coupled with statewide program evaluations, Ohio 4-H can demonstrate its return on investment in both short- and long-term outcomes.

- Investigate new partnership to address identified needs. For example, stakeholders identified an opportunity to engage urban youth audiences in food and agriculture, with support from Ohio food industry partners. Current partnership successes with community organizations and campus faculty have an opportunity to expand to more sites. A needs assessment would assist in identifying additional partnership opportunities.

4. Resources

- Grow 4-H: Building Partnerships to Benefit Youth. This is an online course that comes with a 44-page tool kit. <https://online.umn.edu/courses/grow-4-h-building-partnerships-benefit-youth>
- 4-H Grows: The Engagement Campaign FAQ <http://www.aplu.org/members/commissions/food-environment-and-renewable-resources/board-on-agriculture-assembly/cooperative-extension-section/ecop-members/ecop-documents/eec-archives/2019%204-H%20Grows%20FAQs.pdf>
- Promoting Effective Partnering: Mutual Benefits and Aligned Purpose <http://www.effectivepartnering.org/factor/strategy-partnership-development/mutual-benefits-aligned-purpose>
- 4-H Common Measures and Lesson Study Online Modules <https://campus.extension.org/enrol/index.php?id=1491>

D. Programming and Impacts

1. Background

Program development emerged as a central question during the external review process. Program issues and challenges came up frequently during the group interviews. Many of the responses from the Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development also related to programming. Through the Ohio State University 4-H Youth Development Internal Self-Study and review of 4-H materials, it was apparent that Ohio 4-H offers a wide variety of programs. Program development and evaluation occur through independent local efforts, nine statewide design teams, statewide specialist efforts, and multi-state projects. As reported in the Self-Study, Ohio 4-H educators can engage in 17 areas of specialization. Eleven statewide programs are included on the Ohio 4-H website. Books and resources are available through the OSU Extension Publication unit. Many Ohio-authored publications pass National 4-H peer review and are available through the National 4-H store at shop4h.org.

The review committee noted there is high regard for Ohio 4-H. The youth, parents, volunteers, stakeholders, internal partners, and external partners were familiar with the mission of Ohio 4-H. Those involved with Ohio 4-H were excited about their experience. Yet, each expressed a need to have a more modern vision, engage more diverse young people, offer contemporary curriculum, and ensure those involved with the program are achieving expected outcomes. It was reiterated throughout the review process that there should be a better plan for evaluation and to the program impacts. There is a need to ask if Ohio's 4-H members are achieving expected outcomes because of being involved in the program. There are some instances of effective evaluation and reporting and other opportunities for more focused and collaborative efforts on evaluation of meaningful

impacts. Evaluation and reporting currently happen within Ohio 4-H project teams, with the 4-H online reporting system, and with support from the program evaluation team within the OSU Extension Learning and Organizational Development unit.

OSU Extension leadership asked the review committee to consider whether a clear vision existed for Ohio 4-H and how program priorities aligned with that vision and the vision for OSU Extension and CFAES. In addition, the review committee was asked to consider to what degree Ohio 4-H engaged with some academic departments such as CFAES, Education and Human Ecology, and others. The answers were of concern to many who believe this alignment is ideal for Ohio 4-H, but it did not appear to exist beyond the limited programs.

There does not appear to be an intentional programmatic model that is used for decision making in program direction. Programming may be led by faculty, staff, adult volunteers, teens, or self-directed. The review committee noted multiple suggestions to address societal needs and issues such as workforce development, health, civic engagement, social issues, leadership, and service learning.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to programming and impacts.

Strengths include:

- Staff are excited about the work they are doing in Ohio 4-H. They want to ensure they are doing the “right work.”
- Staff showed evidence of innovations in programs and were excited about lending their skills and talents in creating existing new programmatic offerings.
- There is an assumption, maybe an opportunity, that 4-H adds value to serving as an economic engine within the state. It was very powerful to hear personal testimony about the way 4-H literally contributes to the economic wellbeing of youth, especially in distressed rural areas of the state.

Opportunities include:

- There does not appear to be any one logic model, or theory of change, guiding the Ohio 4-H program overall. The result is the tendency for long-term approaches and efforts to garner most of the attention and resources without any deep analysis of success or needed reforms.
- Stakeholders interviewed expressed a need to have more intentionality around program development.
- There is consensus that Ohio 4-H should be more focused on educational benefits and have more connections with schools. New models should be identified and developed.
- There are expressed interests to partner between colleges and Ohio 4-H. However, many of these partnerships have had limited development.
- Additional clarity about what outcomes are expected from programs would be valued.
- There was expressed interest in adding non-traditional programs to address current needs and critical issues, as well as to retain the traditional programs.

- There was a request for more staffing to deliver programs. There is a belief that to grow more programs there needs to be more staff resources including state specialists to assist county educators. However, it is worth analyzing whether counties are understaffed, or whether there is a lack of volunteer structure to support programming and/or over programming of non-public value efforts.
- OSU Extension has an initiative on workforce development. Ohio 4-H has not fully aligned with this effort. Various stakeholders saw this as an opportunity to enhance traditional program offerings as well as a way to create new programs for new audiences.

Questions and areas that require leadership clarification include:

- Is Ohio 4-H willing to invest in building a program logic model or fully embracing the Thrive Model?
- Workforce development was identified as an opportunity for Ohio 4-H. Is this the engine to build a program logic model to adjust current programmatic offerings as well as a method of engaging new audiences utilizing multiple delivery modes?

3. Recommendations

a. Engage in Strategic Assessment to Guide Priority Identification

- The National 4-H Grows Promise to America’s Kids is... “In 2025, 4-H will reflect the population demographics, vulnerable populations, diverse needs, and social conditions of the country.” A strategic needs assessment would help identify those relevant and pressing needs facing youth in Ohio.
- Move the needle. Determine the expected public value of 4-H and focus program planning on those outcomes. It’s important to tell the 4-H story in a way that highlights that contribution.
- Identify clear issues that are relevant and fundable such as workforce development, civic engagement, etc.
- Suggest developing high school clubs to keep teens with their peers and interested in Ohio 4-H.
- Identify Ohio 4-H contributions across Extension and campus collaborations on grand challenges.
- Reflect on the role of project books; they are seen as economic benefit but may currently drive priority toward product versus an impact focus.

b. Clarify and Support a Program Model Focused on Specific Impacts

- Use a program development model and reflect on theory of change. Consider what program components are critical to the target impact and what is the common thread across delivery modes (e.g., camp, county fair, clubs, after-school).
- Identify core, non-negotiable principles in each of the programmatic areas (e.g., STEM, life skills, after school). Work on alignment around the core, then decide what is defined as high positive youth development in Ohio and sunset items that don’t have the potential to reach the mark.
- Support professionals in balancing expectations around the most recognizable 4-H aspects (e.g., community clubs) with program innovations designed for

settings where new audiences can be reached (e.g., in school, after school, community center).

- Meet the youth where they are – be it location or issues that need addressed.
- Identify program responses to participation barriers such as transportation, limited parent involvement, program cost, accessible location, etc.
- Build awareness/recognition of the rigor in the Ohio 4-H learning experience and related curriculum. Find a way to award/recognize more credit for that experience – cross the 4-H experience with academic preparation.

c. Evaluate and Report Results

- As mentioned in the previous section, document and share the Ohio 4-H impact story. Stakeholders report Ohio 4-H programs have not been consistently evaluated and there is limited sharing of results.
- Consider performance evaluation metrics that value and incentivize program innovation and reaching new audiences.
- Increase attention to evaluations, both programmatic and financial. Drop or restructure programs that are not successful. It is suggested that Ohio 4-H adopt Arnold’s Thriving Model as an indicator of program success.

d. Utilize Technology to Engage Learners

- Integrate technology in a way that recognizes how Ohioans use technology in their lives and in the workforce.
- Align Ohio 4-H interest with university, college, and Extension resources such as Ohio State’s Canvas platform, digital badging, and the Digital Flagship.
- Use technology to make customer experience more user friendly – for example the Ohio 4-H achievement forms.
- Continuously look for ways to integrate leading and relevant technology for learners.

e. Develop Faculty, Staff, and Volunteer Capacity for Program Development, Community Engagement, and Evaluation

- Provide professional development on a program development model.
- Develop regional training for state staff to conduct rather than local educators trying to be experts in everything.
- Build competencies and processes so staff can sunset programs.
- Determine how to engage area leaders to have a deep understanding and foundational knowledge about Ohio 4-H leadership at the county level. What does success look like at the county level?
- Clarify the responsibility of state specialists and front-line staff to conduct regional training for local volunteers.

4. Resources

- 4-H Youth Development: A 2025 Vision <https://nifa.usda.gov/sites/default/files/resources/National%204-H%20Strategic%20Plan%202017.pdf>
- University of Illinois Extension 2017 Program Planning Orientation PPT
- Adobe Kickbox innovation process <https://kickbox.adobe.com/>
- eXtension Impact Collaborative <https://impact.extension.org/impact-collaborative/>

- Strengths-based planning <https://www.schooltransformation.com/systems-change/strengths-based-planning/>
- Design thinking tools <https://www.ideo.com/blogs/inspiration/what-is-design-thinking>
- University of Minnesota 4-H Youth Development Logic Model
- 4-H Thriving Model <https://health.oregonstate.edu/thriving-model>

E. Diversity, Equity, and Inclusion

1. Background

Challenges and opportunities related to diversity, equity, and inclusion emerged as a core question and theme during the external review process. Issues and challenges related to diversity came up frequently during the group interviews and the topic was clearly under discussion already and perceived as a significant challenge by all major stakeholder groups with whom the review committee met.

OSU Extension leadership asked the review committee to consider if the demographic characteristics of youth participants, volunteers, and 4-H staff engaged in Ohio 4-H mirrored the population of the state, and if not, which groups are under-represented? The answer was clear, at least from the perspective of all the group conversations. There is consensus among the stakeholders interviewed that Ohio 4-H is currently very strong, particularly in the largely white, rural, middle class, and working poor areas of Ohio. There is consensus this historical strength must be retained, but for long-term sustainability and relevance. Ohio 4-H must do a much better job of reaching more urban and suburban youth from diverse racial backgrounds.

In a review of documents, evidence of Ohio 4-H reaching diverse audiences was evident in the annual statistical report, however the question surfaced about the degree of diverse audience engagement. In the Crowdsourcing Insight Summary, OSU Extension personnel advised making 4-H more accessible by expanding in relevant ways to suburban and rural areas.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to diversity, equity, and inclusion.

Strengths include:

- There is consensus that focusing on diversity, equity, and inclusion is important and critical to the future success and potential growth of Ohio 4-H.
- There is agreement that successful efforts to reach new audiences will require new approaches and a willingness to experiment, partner in new ways, and engage with those not currently involved in the program.
- Ohio 4-H has already had an effective initial response to the youth-led interest in improving understanding of LGBTQ+ 4-H member needs. This effort is perceived as challenging, but also successful and something that can be continued and expanded.
- There is a sense that current urban, place-based models are working and have the potential to be replicated and sustained. There are also a few efforts to connect urban, suburban, and rural youth.

Opportunities include:

- Staffing and volunteer demographics could better reflect the diversity of the state. There didn't seem to be a clear strategy or buy-in to advance specific goals.
- There was limited clarity and consensus on an Ohio 4-H statewide growth goal aligned with the national 4-H Grows initiative.
- Some existing professional development is available for diversity, equity, and inclusion, but there didn't appear to be a comprehensive effort that included the university, CFAES, OSU Extension, eXtension, and national 4-H.

Questions and areas that require leadership clarification include the following:

- Will leadership be embracing and communicating the national Extension Committee on Organization and Policy (ECOP) 4-H recommendation that all youth who participate in Extension programming are considered 4-H members?
- What is the plan to reach new audiences with quality programming that is equitable with the experiences of rural youth?
- What resources are Ohio 4-H willing to commit to achieving its equity and inclusion goals?
- Is there bias in Ohio 4-H organizational and programmatic structures that are impeding progress toward equity and growth goals?

3. Recommendations***a. Fully Engage All Leaders in the Process of Aligning with Diversity, Equity, and Inclusion Goals***

- Make diversity, equity, and inclusion a priority for OSU Extension leadership and the state 4-H office, as well as faculty, staff, volunteer, and youth leaders.
- Consider adoption of a specific diversity change management strategy and commit to clear goals and measurements. This is not a short process, but rather a long-term strategy.
- Capitalize on the work from other states and the work at the national level.
- Fully support and continue the innovative efforts already underway with LGBTQ+ initiatives.
- Create opportunities for Ohio 4-H to embrace change through national 4-H policy, strategy shifts, and developments focused on diversity, equity, inclusion, and economic prosperity.
- Address the initiation of the new "urban" land grant university and consider how to collaborate effectively.
- Link Ohio 4-H diversity, equity, and inclusion priorities with OSU Extension civil rights priorities.

b. Deploy Human Resources Strategies for Faculty, Staff, and Volunteers

- Leadership at Ohio State will need to prioritize new approaches to position description development and recruitment to attract a diverse workforce at the state and county levels. In addition, it was reported there are significantly more full-time employees in relation to population size in rural areas than in urban areas. Leadership will need to examine the staffing plan closely and consider opportunities to make changes and move incrementally to a staffing model more reflective of state program priorities and impact goals.

- In-depth professional development and training will be required for both staff and volunteers in order for the organization to become more culturally competent and effective in working with new audiences.

c. Re-Think, Adapt, and Re-Create Time-Tested Volunteer Models and Delivery Methods When Engaging Under-Represented Communities

- Integrate this conversation into a variety of opportunities, such as design team discussions, advancement priority setting, partner exploration, and evaluation of publications and other resources.
- Provide system support for testing models and delivery methods. Do they improve Ohio 4-H awareness, relevance, engagement, and targeted impacts?
- As mentioned in Identity section, enhance and consider expanding place-based initiatives. There is a strong sense that place-based efforts are working in urban centers. Learn more about the what, why, and how to seek opportunities to expand. Look at examples of states that are using data dashboards to track progress toward inclusion goals.
- Align Ohio 4-H efforts with OSU Extension civil rights priorities.
- Explore resources and best practices available through the National Urban Extension Leaders (NUEL) and the Urban Programming Working Team of the National Association of Extension 4-H Agents (NAE4-HA).
- Review the Crowdsourcing Impact Summary included as part of this program review.

4. Resources

- eXtension Diversity, Equity, and Inclusion (DEI), <https://dei.extension.org/>
- Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University <http://kirwaninstitute.osu.edu> (implicit bias training research and resources)
- eXtension Diversity, Equity, and Inclusion Toolkit, <https://dei.extension.org/extension-resources>
- National Urban Extension Leaders (NUEL), <https://nuel.extension.org>
- The Ohio State University Office of Diversity and Inclusion, <https://odi.osu.edu>
- CFAES Equity and Inclusion, <https://equityandinclusion.cfaes.ohio-state.edu>
- National Association of Extension 4-H Agents (NAE4-HA) Urban Programming Working Team, <https://nae4ha.com/page/UrbanProgramming>

F. Operations

1. Background

The major questions and issues related to organizational operations encountered during the review revolve around process, supervisory roles, and communication systems. OSU Extension is working from a position of overall strength when it comes to operations, at least when viewed from the 10,000-foot level. The Ohio State University’s administration awareness and support for Ohio 4-H include the university provost, CFAES dean, OSU Extension director, and Extension’s executive cabinet. There is a large state 4-H core staff team in place with experienced leadership and there are 4-H educators present in all of Ohio’s 88 counties. The review committee believes the questions and areas in need of refinement and development stem from the structures, processes, and supervisory relationships between the levels and entities.

The most significant topic that emerged from the conversations with the stakeholder groups is the transition to the new leadership structure from five regional directors to 24 area leaders. Improvements could be made in communication and processes.

Other factors influencing Ohio 4-H operations is the structure of support units and the new OSU Extension publication unit that centralized 4-H project book publishing. Several CFAES units provide support for 4-H on-campus and throughout the state. These include

- business operations,
- diversity and inclusion,
- fundraising and advancement (communications and marketing are now part of advancement),
- grant development,
- human resources, and
- legislative affairs.

Operational decisions were a primary theme in the Crowdsourcing Insight Summary. OSU Extension personnel expressed a desire for paperwork and administrative tasks to be less burdensome. They also noted that lack of standardization confuses families when there can appear to be 88 different versions of programs and requirements throughout Ohio.

2. Summary of Observations

The following strengths, opportunities, and questions emerged from the review of documents and stakeholder interviews in relation to operations.

Strengths include:

- Stakeholder groups recognized the strength and commitment of the part of the organizational structure they represent. The stakeholder interviews revealed a program structure that has positional strength but may lack a clear guiding overall vision and effective communication processes that effectively link and create synergy between the component parts.
- Stakeholder groups indicated that strong leadership from the state 4-H office and 4-H program leader position will be welcomed and supported. This point may be more related to the leadership section, but it is important to note from an operational standpoint, there is receptivity to strong leadership and vision capable of tying the groups together and maximizing the skills of each.

Opportunities include:

- There seems to be limited understanding about how operational policies and practices impact Ohio 4-H professionals working in communities throughout the state – the majority are not close to the Columbus campus. Decision makers involved in setting expectations have little or no experience to understand the realities and unanticipated consequences of operational directives.

Questions and areas that require leadership clarification include:

- A very specific issue arose during the educator stakeholder conversations around Employee Identification Numbers (EIN) and 4-H club charters. It appears a decision was made at the state level that all chartered clubs are required to have an EIN. There are concerns about this interpretation and the potential impact at the local level for high quality positive youth development 4-H programs that do not fit the club model. State leadership needs to explore this issue and provide clarification.
- How can Ohio 4-H best navigate and leverage the Ohio 4-H Foundation as part of The Ohio State University Foundation? How can OSU Extension and CFAES Office of Advancement help address the related impacts at the local level? How can processed, policies, communication, and professional development support partnerships with Ohio 4-H and donors?

3. Recommendations

The review committee recommends establishing an effective process, led by the Ohio 4-H program leader, to create shared vision, clarity around the WHY, or core purpose of Ohio 4-H, and alignment of resources with the vision and core purpose. Leadership for designing and leading the process would likely fall to the Ohio 4-H program leader and the state 4-H office team, but will be critical for CFAES and Extension leadership to be engaged and supportive. The overall leadership provided by the program leader is critical in creating the linkages between all core players, leading to a clear vision for the operational infrastructure that is needed, and building systems to support it. A process will need to be established that allows for shared development of the strategies and goals, with diverse perspectives and leaders from all levels brought into the process. Leadership should consider adopting a clear organizational change strategy to guide the process and provide opportunities for measuring success. Successful integration of a core vision and implementation of the recommendation will require support and/or development of robust “middle-level leadership” between the state office and local programs. Core elements of the process should include:

a. Create an Action-Oriented Team and Change Management Strategy to Move the System Forward

- With direction from the program leader, engage state staff in creating action-oriented teams that includes state personnel, county personnel, and at least one area leader to explore priorities and action steps to move the system forward. The group could in part look into existing and emerging strategies at the national level, building off these efforts and applying them to Ohio’s situation. The group could also look at the process of standardization of policies, improved communication systems, and provide leadership for creating more consistency and standards of excellence across the diverse and large Ohio 4-H program, while also encouraging and supporting innovation, risk taking, and experimentation.
- Intentionally deploy a change management strategy and team to provide an avenue for evaluating and supporting the recent move to the new area leadership structure and how it is working, or not working, to move 4-H goals forward.

b. Support Change Efforts Through Technology and Efficient

Operational Support

- Create more awareness, clarity, and training on the 4-H list serve, intranet, and Buckeye Box.
- Update user forms to match today's technology.
- Align the university and college operational technology resources and efforts, such as The Ohio State University's Zoom portal and Workday integration.
- Integrate technology in a way that recognizes how OSU Extension personnel and volunteers use technology in the workplace.
- Streamline operations processes and reduce redundancy utilizing a Kaizen approach. Minnesota 4-H Youth Development has been very effective utilizing this model.

c. Increase Focus on the Why of Positive Youth Development

- Establish a core purpose, or clarify around the WHY of Ohio 4-H. Increased focus on the "WHY" (positive youth development outcomes) and less attention to the "HOW" (the content knowledge and delivery strategies currently utilized) and keep this lens in the forefront of planning and resource decisions could have a major impact. There is an opportunity for a process in Ohio to tap into the ongoing national 4-H dialogue related to the Thriving Model from Oregon State and now moving forward through a chartered Program Leader's Working Group process.

d. Address Opportunities for Valued Continuity and Collective Impact

- County educators, both new and experienced, are united in the desire for additional support, training, and standardization around core policies, practices, and evaluation. There was concern from stakeholders that Ohio 4-H is currently overly de-centralized and as a result program quality may be impacted and opportunities for collective impact are limited. While there was concern with over decentralization, there remains interest in the ability to be nimble and efficient in responding to local priorities.
- Consider how the operations structure and resource deployment more closely align with goals in equity, diversity, and inclusion. As stated in the diversity section of the report, there is a perceived misalignment between the deployment of staff resources and goals for growth with currently under-represented communities.
- There is a need for improved communication systems for maintaining alignment between the university and the county programs.
- Explore more regional sharing of efforts in program and subject-matter expertise, communication and marketing, volunteer management, operational support, and interdisciplinary programming.

4. Resources

- Collective Impact Forum, <https://www.collectiveimpactforum.org>
- OSU Extension Operations, <https://extops.cfaes.ohio-state.edu>

III. A Response to the Questions for External Review

The following questions were prepared by the OSU Extension Director Roger Rennekamp, Professor and Associate Dean; Kirk Bloir, Interim State 4-H Leader; and project leader Julie Fox, OSU Extension Strategic Initiatives Director. In answering the questions, the committee took into consideration information gained from The State of Youth Development in Ohio; Ohio State University Extension 4-H Youth Development Internal Self-Study; and Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development; and stakeholder interviews. The intention was to provide primary areas of interest, not to provide a directive.

Q1. Does a clear and compelling vision exist for the Ohio 4-H Youth Development program? What are the priorities for the Ohio 4-H Youth Development Program? How do these priorities connect with the vision for OSU Extension and CFAES? What evidence is there of alignment?

The vision, mission, and values of Ohio 4-H were articulated in the Internal Self-Study, along with university, college, and Extension priorities. This suggested evidence of alignment, however the external review committee observed opportunities for improved connectivity and strategic efforts as noted in the Connectivity and Alignment section and other sections in this final report.

Q2. What common youth development framework guides the work of Ohio 4-H faculty and staff?

The State of Youth Development in Ohio report explained various youth development models and the Internal Self-Study illustrated underlying frameworks for Ohio 4-H. The final report from the external review committee recommends improvements in the clarity and support of a program model embraced by community and campus personnel and partners.

Q3. To what degree does the Ohio 4-H Youth Development program engage with the academic departments of the Colleges of Food, Agricultural, and Environmental Sciences (CFAES), Education and Human Ecology, or other colleges on Ohio State campuses to enhance and advance programmatic efforts? What opportunities for collaboration should be pursued?

Evidence of academic partnerships with Ohio 4-H suggested this is an area of some strength and much opportunity. Strengths include connection with the College of Food, Agricultural, and Environmental Sciences (CFEAS) departments. Opportunities require Ohio 4-H to avoid being insular and to look at research, scholarship, and best practices of youth development and education outside 4-H. The external committee encourages Ohio 4-H to develop intentional opportunities to build relationships, partnerships, and mutual respect.

Q4. Do the demographic characteristics of youth engaged in Ohio 4-H mirror the population of the state? If not, what groups are underrepresented? What strategies might be used to increase participation by those groups? How do the demographic characteristics of Ohio 4-H personnel and volunteers mirror the population of the state?

Diversity, equity, and inclusion are priorities at national, state, and local levels. External committee observations, the State of Youth Development in Ohio report, and the Crowdsourcing Insight Summary all indicated opportunity for expanded engagement. The Final Report from the External Review Committee summarizes recommendations for Ohio 4-H to improve engagement with diverse audiences, diversification of staffing and volunteer, and continued support for diversity dialogues.

Q5. How do county-based 4-H youth development professionals describe their role?

County-based 4-H professionals shared some common elements of their role to provide programming for youth and adult volunteers. Differences were evident as some emphasized the requirement to conduct camp and support county fair-related activities and others engaged in more diverse programming focused on youth leadership, service, and workforce impacts. Most educators engaged with community partners – some more traditional than others. Some identified as educators, while others focused more on being a volunteer manager or community organizer and facilitator. It was not clearly articulated that they facilitated positive youth development and served as a leader in the community for positive youth outcomes.

Q6. Are county-based 4-H faculty and staff getting what they need from the state 4-H office? If not, what are the specific things needed?

County-based faculty and staff reported differing experiences with the state 4-H office. While some reported satisfaction and appreciation, others expressed these interests.

- Gaining clarity on the Ohio 4-H response, resources, and goals related to issues identified such as workforce development, civic engagement, and other issues that are relevant and fundable at local and state levels.
- Sharing in development of focused goals and direction and resources to help meet the goals.
- Accessing more support for volunteer management, especially as new volunteer models are developed.
- Improving accessibility to specialists who
 - are responsive to phone calls,
 - provide programmatic training and support,
 - serve as a guide to relevant resources, and
 - work in partnership to serve local needs.
- Hiring personnel with more diversity to help lead and support efforts to reach more diverse audiences.
- Feeling the relief of not having to be an expert in everything. Need state staff and strategies to meet local, area, and state priorities.

Q7. Does the Ohio 4-H Youth Development program receive what it needs from Extension administration? CFAES? Relevant support units? The broader university?

As part of CFAES, Ohio 4-H resources, policies, and practices are interwoven. There was discussion about how this sometimes feels like more burden than support, more disconnection than alignment, and more confusion than clarity, especially with constant changes. Together, CFAES and Ohio 4-H as part of OSU Extension have reported

impressive results, yet there remains opportunity to improve relationships to further advance Ohio 4-H.

Q8. How do current stakeholders, partners, and investors in the 4-H program advance the growth of 4-H in Ohio? In what ways do they restrict or constrain growth?

Ohio 4-H receives a tremendous amount of support from internal and external stakeholders, partners, and investors. With more cohesive focus, greater impact and growth could come through advisory committees, diverse volunteer groups, and partners in philanthropy, programming, and communications. Some policies and practices mentioned in the Final Reports from the external review committee have inhibited growth. The elements are in place and the timing seems right to bring stakeholders together through a bold vision and the support to make it happen.

Q9. How can Ohio 4-H work more effectively with advancement staff and the Ohio 4-H Foundation Board to increase private support for 4-H? How can Ohio 4-H work more effectively to increase public support for 4-H?

Private support for Ohio 4-H comes through the CFAES advancement team in partnership with state and local personnel and The Ohio State University Foundation. Public support flows through CFAES grants and contracts unit. Other revenue is generated through sale of publications and fees for events. To work more effectively, an overarching fresh vision and a robust plan can provide focused proactive united efforts. Working together to build relationships and share the story of the shared vision, plan, and desired impacts will make Ohio 4-H more fundable through public and private partnerships.

Q10. To what degree is Ohio 4-H aligned with national priorities and opportunities such as Inspire Kids to Do, Grow True Leaders, National Youth Science Day, Common Measures, and the National 4-H Strategic Plan?

The terms “national and international” were referenced more than 80 times in the Internal Self-Study. Ohio 4-H design teams and areas of specialization align with the three national 4-H mission mandates of leadership/citizenship, science, and healthy living. There are instances of strong alignment and opportunities for further connection as Ohio 4-H moves forward with the recommendations resulting from the 2019 Ohio 4-H Program Review.

IV. Appendix

Key Elements of the Review

The State of Youth Development in Ohio

Report prepared by Dr. Scott Scheer and students Trent Baldwin and Amy Michaels.

https://extension.osu.edu/sites/ext/files/imce/About_docs/4-H_Program_Review/YouthDevelopmentInOhio%20-%20Final.pdf

Ohio State University Extension 4-H Youth Development Internal Self-Study

Report led by Dr. Kirk Blair and the OSU Extension 4-H Youth Development team.

https://extension.osu.edu/sites/ext/files/imce/About_docs/4-H_Program_Review/4-H%20Self%20Study%20-%20Final.pdf

Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development

Research and report generated by Dr. Cindy Torppa, Dr. Debby Lewis, Amy Elhadi, Brian Butler, and Danae Wolfe from OSU Extension Learning and Organizational Development.

https://extension.osu.edu/sites/ext/files/imce/About_docs/4-H_Program_Review/4-H%20crowdsourcing%20-%20Final.pdf

Key Stakeholder Communications

OSU Extension Director Roger Rennekamp, Professor and Associate Dean College of Food, Agricultural, and Environmental Sciences, shared the project purpose, process, and updates through video webinars, statewide personnel events, advisory discussions, and administrative meetings. A project website was established to support transparency.

<https://extension.osu.edu/strategic-initiatives/ohio-4-h-program-review>

External Committee Visits and Final Report

In-person visits were held April 1-2 on The Ohio State University campus in Columbus. Committee members represented diverse perspectives of 4-H programs varying in size, scope, and geographic location.

The role of the committee members was to learn about the OSU Extension 4-H Youth Development program by reviewing three documents (The State of Youth Development in Ohio, Ohio State University Extension 4-H Youth Development Internal Self-Study, and Ohio State University Extension Crowdsourcing Insight Summary: 4-H Youth Development), and then visiting with external and internal stakeholders; and sharing their observations and recommendations through this final report.

Committee members included:

- Lisa Bouillion Diaz, 4-H Assistant Dean and Director, University of Illinois Extension;
- Dorothy Freeman, Retired – Associate Dean & State 4-H Director, University of Minnesota Extension Center for Youth Development;
- Elizabeth Thomas, The Ohio 4-H Foundation, OSU Extension; and
- Andy Turner, Director of the New York State 4-H Youth Development program, Cornell University.

Interviewed groups included: state faculty and staff, county personnel (new and experienced); dean's cabinet, external partners, teen advisory council, executive Extension cabinet, internal partners/faculty, volunteers, Ohio 4-H foundation, CFAES advancement, and the Extension director and vice provost for outreach and engagement.



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