4-H Social-Emotional Common Measure Reference Table

For each 4-H Common Measures instrument, the 4-H Common Measures Reference Table identifies the outcomes addressed, the indicators for each outcome, the items that answer to each outcome, where the items were originally sourced, and alpha scores if available. This document is useful in gaining a larger understanding of the various impacts 4-H Common Measures are designed to capture.

Below you will find a separate table for the 4-H Social-Emotional Common Measures Instrument. Within the table you will see a series of columns which are explained below.

1. **Outcome Column**
   a. This column lists the Outcomes addressed within 4-H Common Measures instruments
2. **Indicator Column**
   a. This column lists the indicators that will be displayed within the program to indicate that the outcome is being addressed.
3. **Items Column**
   a. This column contains "Blocks of Questions" (a grouping of individual evaluation items) for the 4-7th and 8-12th grade ranges.
   b. All of the items found within each Block of Questions has been strategically grouped together to answer to the Outcome and show the impact that Outcome has in the 4-H program.
4. **Reference Column**
   a. This column identifies where each item was originally sourced.
5. **Alpha Score Column**
   a. If available, alpha scores are listed for each Block of Questions.
   b. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

How to use the 4-H Common Measures Reference Table to create an Evaluation Tool
1. Identify the outcomes addressed within your local program.
2. Cross reference your program outcomes with the outcomes addressed by 4-H Common Measures and identify outcomes that align.
   a. The indicators column can be used to gain a better understanding of what the 4-H Common Measures outcomes address.
3. Aligned outcomes indicate that the block of evaluation questions found in the "Items" column are potentially an appropriate fit for your local programs evaluation instrument.
   a. The bulleted list of items found within each outcome area, and specifically within each grade range, is referred to as a "Block of Questions." 4-H Common Measures are intentionally designed to have all Blocks of questions remain intact. What this means is that ALL of the individual items found within each Block of Questions needs to be included in your evaluation instrument. Do not remove individual items from the Block of Questions.
4. Include the corresponding Block of Questions in your evaluation instrument.
   a. Only include the Block of Questions which aligns with the grade range impacted by your program
   b. As a reminder, don't delete individual items from the Block of Questions. The Blocks must remain intact.
5. Mix and Match outcomes from various 4-H Common Measures Instruments to build a tailored 4-H Common Measures Instrument that aligns with the outcomes of your local program.

4-H Social-Emotional Common Measure

4-H Social-Emotional COMMON MEASURE				
Outcome	**Indicator**	**Items**	**Reference**	**Alpha Scores**
Understanding one's strengths: Confidence	Youth will gain knowledge and develop coping skills	• Most of the time, I like myself • At times, I think I am no good at all • I am glad I am me • Sometimes I am not proud of myself • Sometimes, I feel like my life has no purpose • When I am an adult, I think I will have a good life	1. Adapted selected items from Five C's of PYD; Positive Identity/confidence Subscale. (Lerner et al., 2005)	.72
Understanding one's strengths: Self-Efficacy		• I am sure that I could deal with unexpected events • I know how to handle unexpected situations • I can solve most problems if I try hard • I have the skills to remain calm when facing difficulties • When I am confronted with a problem, I can usually find several solutions	1. Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale.	.82
Developing Self-Reliance & Optimism		• Try to figure out how to deal with your problems on your own • Organize your life and what you have to do • Try to think of the good things in your life • Try to make your own decisions • Try to see the good things in a bad situation	1. Patterson, J. M., & McCubbin, H. I. (1987). Developing Self-Reliance & Optimism subscale of the "Adolescent Coping Orientation for Problem Experiences (A-COPE)"	.74
Emotional Symptoms	Youth will recognize the signs and symptoms of stress and knowing possible responses	• I get a lot of headaches, stomach-aches or other sickness • I worry a lot • I am often unhappy, sad, or tearful	1. Goodman, R. (1997). Strengths and Difficulties Questionnaire: Emotional Symptoms Scale	.72

	Youth will develop the ability to manage one's emotions and behaviors	• I am nervous in new situations • I have many fears, and I am easily scared		
Emotion Regulation		• I can control my temper • I can deal with fear • I can deal with worry • I can handle stress	1. Hansen, D. M., & Larson, R (2005). The Youth Experience Survey 2.0. Emotion Regulation subscale	.74
Empathy	Youth will develop positive relationships	• I feel bad when someone gets their feelings hurt • I try to understand what other people go through • I try to understand how other people feel and think	Empathy subscale of the Social-Emotional Learning and Health module of the California Healthy Kids Survey 1. Dowdy, E., Furlong, M., Raines, T. C., Bovery, B., Kauffman, B., Kamphaus, R. W., ... & Murdock, J. (2014). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. Journal of Educational and Psychological Consultation, (ahead-of-print), 1-20 2. Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary school students. Social indicators research,117(3), 1011-1032. Available at http://chks.wested.org/resources/CalSCHLS_AssessSELH.pdf	.80
Social Networks: Connection		• I have many different friends[1] • I think it is important to be involved with other people[1] • My friends care about me[1] • I feel connected to my teachers[1] • Having friends is important to me[1] • I feel connected to others in my community[1]	1. Selected items adapted from the Connection Scale of the Positive Youth Development Inventory (PYDI) (Arnold, Nott, & Meinhold, 2012) 2. California Healthy Kids Survey: School Climate Module	.77

		• I treat everyone I meet with respect[2]		
Contribution	Youth will identify community resources and needs	• I am someone who gives to help others • I have skills I can offer to others • I believe I can make a difference in the world • I care about contributing to make the world a better place for everyone • It is important for me to try and make a difference in the world	1. Selected items adapted from the Contribution Scale of the Positive Youth Development Inventory (PYDI) (Arnold, Nott, & Meinhold, 2012)	.83
Adapt to New Settings and Contexts		*See the Self-Efficacy table above*		
Lead a Team	Youth will increase the following life skills needed for 21st century career development: — Problem solving — Decision making — Communication — Collaboration — Leadership	• When I know what needs to be done, I am good at planning how to do it • When I see something that needs to be done, I try to get my friends to work on it with me • I am pretty good at organizing a team of kids to do a project • If I'm the leader of a group, I make sure that everyone in the group feels important • I feel like I can stand up for what I think is right, even if my friends disagree • When I see something that is wrong, I try to change it	1. Chi, B., Jastrzab, J., & Melchior, A. (2006). Developing indicators and measures of civic outcomes for elementary school students.	.76
Teamwork – Communication	Outcome: Professional Communication – Youth will demonstrate professional communication appropriate to the academic and workplace context	• I ensure that others understand the message that I project • I can communicate my skills and qualifications • I can resolve differences with others in a positive way • I am aware of my body language and non-verbal communication • I can tailor my message depending on the situation	The following resources were used to develop the questions across all teamwork outcomes (Communication, Interpersonal, and Diversity). 1. Martz, J., Ezell, P.A., Donaldson, J.L. Stewart, J.G., Beaty, M., Bullington, D. (2005). Building Relationships Instrument, Short-Term. University of Tennessee Extension. Program Evaluation Network.	.79

			2. Beaty, M., Martz, J., Donaldson, J.L., Stewart, J.G., Bullington, D. (2005). Teamwork Instrument, Short-Term. University of Tennessee Extension. Program Evaluation Network.	
Teamwork - Interpersonal	Outcome: Interpersonal Skills - Youth will demonstrate the interpersonal skills essential for academic and workplace success	• I can work with others to create goals • I think about the expectations of others when I contribute to a team • I can work with others when goals are uncertain • I can resolve conflicts in positive ways	3. Crawford, P., Lang, S., Fink, W., Dalton, R. & Fielitz, L. (2011). Comparative analysis of soft skills: What is important for new graduates? Washington, DC: Association of Public and Land-Grant Universities.	.74
Teamwork - Diversity	Outcome: Ready for a diverse and global society – Youth will demonstrate skills in collaborating across differences for academic and workplace success	• I think everyone on the team is important • I think I have something to contribute to the team • I respect the differences and strengths of individuals on the team • I encourage other team members to give their best effort • I work to build a team that includes people with different points of view	4. National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Committee on Defining Deeper Learning and 21st Century Skills, James W. Pellegrino and Margaret L. Hilton, Editors. Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.	.85
Appreciation of Cultural Diversity	Youth will demonstrate value and respect for other cultures.	• I enjoyed learning about people who are different from me. • I explore cultural differences. • I value learning about other cultures. • I respect people from different cultures. • I have learned about people who are different from me. • I would enjoy hosting someone from another culture.	1. Youth Development Cultural Competence Scale (Williams, 2006). 2. Williams-Proctor Cultural Competence Scale (Williams, 2006).	.88
Awareness of community and community issues	Youth will read or view news regularly and identify important issues.	• I pay attention to news events that affect my community.[1]	1. Civic Responsibility Survey (Level 2 and 3) Replicates the Civic Responsibility Survey Level 2 (middle school) (Furco, Muller,& Ammon, 1998)..	.84

| (Civic Responsibility) | Youth will engage in discussion with others and be critical consumers of information. | I am of aware of the important needs in my community.[1] I really care about my community. I talk to my friends about issues affecting my community, state, or world. I'm interested in others' opinions about public issues I listen to everyone's views whether I agree or not. When I hear about an issue, I try to figure out if they are just telling one side of the story. | 2. California Civic Index - Communication with parents about politics. (Kahne, Middaugh, & Schutjer-Manc, 2005).
3. Kids Voting Evaluation (McDevitt, 2001). | |

References

Arnold, M. E., Nott, B. D. & Meinhold, J. L. (2012). *The Positive Youth Development Inventory (PYDI)*. Corvallis, OR: Oregon State University 4-H Youth Development Program. Retrieved from http://oregon.4h.oregonstate.edu/sites/default/files/2012_pydi_full_version_2.pdf .

Beaty, M., Martz, J., Donaldson, J.L., Stewart, J.G., Bullington, D. (2005). Teamwork Instrument, Short-Term. University of Tennessee Extension. Program Evaluation Network.

California Healthy Kids Survey: School Climate Module http://chks.wested.org/resources/mshs-schoolclimate-1415_watermark.pdf

Chi, B., Jastrzab, J., & Melchior, A. (2006). Developing indicators and measures of civic outcomes for elementary school students. Retrieved from http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1009&context=slceciviceng and https://cyfernetsearch.org/content/leadership-efficacy-0

Crawford, P., Lang, S., Fink, W., Dalton, R. & Fielitz, L. (2011). Comparative analysis of soft skills: What is important for new graduates? Washington, DC: Association of Public and Land-Grant Universities.

Dowdy, E., Furlong, M., Raines, T. C., Bovery, B., Kauffman, B., Kamphaus, R. W., ... & Murdock, J. (2014). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. Journal of Educational and Psychological Consultation, (ahead-of-print), 1-20

Furco, A., Muller, P., and Ammon, M.S. (1998). *Civic Responsibility Survey (Level 2 and 3) Replicates the Civic Responsibility Survey Level 2 (middle school)*. Retrieved from http://cart.rmcdenver.com/instruments/civic_responsibility.pdf

Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary school students. Social indicators research,117(3), 1011-1032. Available at http://chks.wested.org/resources/CalSCHLS_AssessSELH.pdf

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38, 581-586.

Hansen, D. M., & Larson, R (2005). The Youth Experience Survey 2.0. Unpublished manuscript, University of Illinois at Urbana-Champaign. [http://youthdev.illinois.edu/wp-content/uploads/2013/11/YES-2.0-Instrument.pdf]

Kahne, J., Middaugh, E., & Schutjer-Manc, K. (2005). *California Civic Index - Communication with parents about politics.* Seaside: California State University – Monterey Bay.

Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S. Naudeau, S., Jelicic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development

programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence, 25(1),* 17-71.

Martz, J., Ezell, P.A., Donaldson, J.L. Stewart, J.G., Beaty, M., Bullington, D. (2005). Building Relationships Instrument, Short-Term. University of Tennessee Extension. Program Evaluation Network.

McDevitt., M. (2001)*. Kids Voting Evaluation*; original (Kosicki and Mcleod 1990). Retrieved from http://ebookbrowse.com/nz-kids-voting-evaluation-071207-pdf-d214062994 Leadership Scale from UT Extension: *Program Evaluation Network.* The University of Tennessee Extension. (2007). Retrieved from https://pen.tennessee.edu/login.aspx

National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Committee on Defining Deeper Learning and 21st Century Skills, James W. Pellegrino and Margaret L. Hilton, Editors. Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Patterson, J. M., & McCubbin, H. I. (1987). Adolescent coping style and behaviors: Conceptualization and measurement. *Journal of Adolescence, 10*, 163-186. doi:10.1016/S0140-1971(87)80086-6

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

Williams, B. (2006). *Williams-Proctor Cultural Competence Scale.* Retrieved from https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/4834/research.pdf?sequence=3

Williams, B. (2006). *Youth Development Cultural Competence Scale.* Retrieved from https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/4834/research.pdf?sequence=3