This 4-H STEM program taught twice a week for one hour or once a week for two hours. Throughout the first four years, the team experimented with survey instruments evolved. The year-five assessment framework was designed using interdisciplinary perspectives and engaged a mixed methodological approach. Quantitative survey data were collected to measure social scientific constructs linked to positive youth development. Using a train-the-trainer extension model, 4-H FANs were trained to deliver this nutrition, fitness and gardening program. After piloting components of other Extension curricula, the 4-H FANS IM curriculum was developed as a compilation of best practices and approaches. This 8-week curriculum was composed of 2 days of lessons for each week—a fitness/nutrition day and a garden day. Lessons were taught twice a week for one hour or once a week for two hours. Throughout the first four years, the team experimented with survey design and physical measures. During this time, the program transitioned to electronic iPad formats, and the program assessment instruments evolved. The year-five assessment framework was designed using interdisciplinary perspectives and engaged a mixed methodological approach. Quantitative survey data were collected to measure social scientific constructs linked to positive youth development. Using a modified version of a validated instrument known as The Algorhythm Youth Development iLearning System. Qualitative data was collected via interviews in order to capture the impact of the program in reaching its goals. Physical measures further triangulated this study, through the analysis of changes in strength and condition, from a nutritional behavioral perspective. This study relies on convenience sample of participants in schools where the program was offered. This program was approved by the University of Connecticut Institutional Review Board as an expedited review under 45 CFR 46.110(b)(2). The protocol reference number for this study is: H13-113.