

4-H Youth Development

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V(A). Planned Program (Summary)

1. Name of the Planned Program

4-H Youth Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
724	Healthy Lifestyle	15%		10%	
803	Sociological and Technological Change Affecting Individuals, Families and Communities	15%		10%	
806	Youth Development	70%		80%	
Total		100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of professional FTE/SYs expended this Program

Year: 2007	Extension		Research	
	1862	1890	1862	1890
Plan	12.2	0.0	0.0	0.0
Actual	18.4	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c 405535	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 405535	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 787672	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Project 1: Expanding Science and Technology Skills

Faculty gave more than 50 presentations to youth and leaders about science and technology, and hundreds of volunteer leaders relayed their learning to 4H members. Events and activities ranged from Wildlife Habitat Fun Days and Science school days to computer science, digital photography, and Lego League robotics. 4,250 youth and 612 adult contacts were classified as science and technology.

Project 2: Healthy Lifestyles

Efforts in Healthy lifestyles included activities such as 4-H Cooking Camps, Afterschool 4-H Walking Clubs and other pedometer programs, 4-H Fridays Activity Days and project days and healthy lifestyles programs delivered at the request of 8th grade teachers and county parks and recreation officials.

Project 3: Volunteer Development and Leadership

Activities for 4-H volunteer leaders include new leader orientation (taught at the beginning of the 4H year in most Idaho counties); classes about new projects and teaching methods; workshops on dealing with difficult people and working with different cultures; county, state, and regional leaders' forums; and special volunteer recognition events such as Especially for You Day and Celebrate Volunteers Retreat. Programs around the Idaho 4H Hall of Fame, the 4-H Endowment and the State 4-H Advisory Board are other opportunities to learn about leadership and to spotlight excellence in leadership.

Youth leadership activities included Teen Conference and National 4H Congress where youth participated in workshops, tours, cultural activities, and community service projects. Idaho's Teen Ambassadors and our 4H exchange program (this year with Texas) and special trainings such as "Please Stand Up Against Hate" help young leaders grow and learn.

Project 4: Reaching Underserved Audiences

Food, Culture and Reading was piloted in two sites for the national 4-H curriculum committee. One site was a low income Boise Elementary School and the other was at Eagle library where more affluent clientele attended. Extension Educators also worked together to provide a 4-H Youth Development Program (ESL 4-H) to youth whose parents attend adult ESL classes. Operation: Military Kids delivered dozens of programs and activities for non-traditional 4-Hers, and the Notus Day Camp was highly effective to reach the low income families in that area. 4-H faculty, staff, and stakeholders advisory boards all implement activities to increase participation in 4-H by underserved audiences.

Project 5: Youth Adult Partnerships

Many reoccurring activities in 4-H are conducted with a goal to place youth and adults together in collaborative, learning environments. Such is the case with the planning committees for the Know Your Government conference and the 4-H Teen Conference. Youth and adults are trained together prior to participation in the National 4-H Conference and other events.

Family Fun Night was a product of the Youth Adult Forum and funding provided by the Engaging Youth Serving Community 5 Grant. This allowed a group of youth and adults to create an alcohol free family night at the Lemhi County Fair.

Project 6: Strengthening Families and Communities Through Positive Youth Development Programs

Extension Educators, Coordinators, Assistants and volunteers offered classes, learning activities, training sessions and curriculum to involve youth and their families in programs that teach skills and personal development.

2. Brief description of the target audience

Expanding Science and Technology Skills

•Idaho Youth, ages 5-19 •Adult and youth volunteers •School enrichment and after school youth •Teachers and Out-of-school instructors

Healthy Lifestyles

•Idaho Youth, ages 5-19 •Adult and youth volunteers •School enrichment and after school youth

Development and Leadership

•Idaho Youth, ages 12-19 •4-H /Youth Volunteers •Youth Development Staff •Community Leaders

Reaching Underserved Audiences

•Hispanic Youth and Adult volunteers •Native American Youth and adult volunteers •Children of Military Families and adult volunteers

Youth and Adult Partnerships

•Idaho Youth, ages 12-19 •4-H /Youth Volunteers •Youth Development Staff •Community Leaders

Strengthening Families and Communities

•Idaho Youth, ages 5-19 •Adult and youth volunteers •Youth Development Staff •Community Leaders •Hispanic Youth and Adult volunteers •Native American Youth and adult volunteers •Children of Military Families and adult volunteers

V(E). Planned Program (Outputs)

1. Standard output measures

Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	6546	1500	32491	8000
2007	45453	0	67045	0

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year Target

Plan: 0

2007: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	1	0	0

V(F). State Defined Outputs**Output Target****Output #1****Output Measure**

Number of youth in educational classes and workshops.

Year	Target	Actual
2007	32500	30272

Output #2**Output Measure**

Number of volunteers in educational classes and workshops.

Year	Target	Actual
2007	6560	2001

Output #3**Output Measure**

Number of opportunities to market 4-H Youth Development.

Year	Target	Actual
2007	155	17

Output #4**Output Measure**

Number of educational classes, workshops taught.

Year	Target	Actual
2007	1070	187

Output #5**Output Measure**

Number of publications, newsletters and columns.

Year	Target	Actual
2007	330	160

Output #6**Output Measure**

Number of 4-H clubs or groups.

Year	Target	Actual
2007	2090	1902

Output #7**Output Measure**

Number of youth attending statewide 4-H events.

Year	Target	Actual
2007	450	382

Output #8**Output Measure**

Number of volunteers attending state, regional events.

Year	Target	Actual
2007	285	82

Output #9**Output Measure**

Number of TV/Radio appearances.

Year	Target	Actual
2007	10	1

Output #10**Output Measure**

Number of radio stations airing 4-H PSA's.

Year	Target	Actual
2007	20	0

Output #11

Output Measure

Number of hits on the web site each year.

Year	Target	Actual
2007	20000	0

V(G). State Defined Outcomes

O No.	Outcome Name
1	O: More youth will participate in 4-H Youth Development programs designed to expand science and technology skills; these youth will demonstrate increased knowledge and skills.I: Number of youth participating in 4-H Youth Development programs designed to expand science and technology skills.
2	O: More volunteers will be trained to assist with 4-H Youth Development programs designed to increase knowledge and skills in science and technology.I: Number of volunteers trained to assist in expanding these programs.
3	O: More opportunities for youth to gain education and skills in science and technology.I: Number of opportunities offered through 4-H Youth Development programs.
4	O: Youth participating in 4-H Youth development programs will increase their knowledge of healthy lifestyle behaviors.I: Number of youth who increase their knowledge of healthy behaviors.
5	O: Youth participating in 4-H Youth Development programs will increase participation in healthy lifestyle behaviors.I: Number of youth who participate in healthy lifestyle behaviors.
6	O: Volunteers will be trained to assist in expanding healthy lifestyles curriculum through 4-H Youth development programs.I: Number of volunteers trained to assist in expanding this knowledge.
7	O: There will be more opportunities to learn and practice healthy lifestyle behaviors through 4-H Youth programming.I: Number of educational opportunities.
8	O: More adults and youth will volunteer to assist with 4-H Youth Development programs.I: Number of volunteers recruited.
9	O: Volunteers in the 4-H Youth development programs will increase their leadership and volunteer skills through training.I: Number of volunteers trained.
10	O: Trained volunteers will stay with the program longer.I: Number of volunteers retained.
11	O: Increased participation of underserved audiences in 4-H Youth Development programs.I: Number of participants.
12	O: Increased opportunities for underserved audiences to participate in 4-H Youth Development programs.I: Number of opportunities.
13	O: Youth and adult volunteers will assist with programs that serve underserved audiences.I: Number of volunteers.
14	O: Increase the number of youth-adult partnerships developed through training in 4-H Youth Development programs.I: Number of youth trained.
15	O: Increase the number of youth-adult partnerships developed through the 4-H Youth Development programs.I: Number of adults trained.
16	O: There will be more opportunities for youth and adults to form partnerships through the 4-Youth development programs.I: Number of opportunities.
17	O: Increased participation by youth in 4-H Youth Development Programs and activities.I: Number of youth.
18	O: More trained volunteers will assist with 4-H Youth Development programs and activities.I: Number of volunteers.
19	O: More opportunities for youth, volunteers and families to participate in 4-H Youth Development programs and activities.I: Number of opportunities.

Outcome #1

1. Outcome Measures

Not reporting on this Outcome for this Annual Report

2. Associated Institution Types

3a. Outcome Type:

3b. Quantitative Outcome

Year	Quantitative Target	Actual
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3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
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V(H). Planned Program (External Factors)

External factors which affected outcomes

Government Regulations

Brief Explanation

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned

After Only (post program)

Retrospective (post program)

Before-After (before and after program)

Evaluation Results

Snake River Jr. High students completed an assessment on their money personality and made choices on spending habits. All of the students learned about their spending habits. Due to learning their spending habits 60% said they would spend their money differently.

Both boys and girls participating in the weekly English as a Second Language 4-H program included youth from Hispanic, Iranian, and Bosnian families. Youth were asked about the ESL 4-H program and they stated that they enjoyed the games, learning about projects, and liked the help with homework. The last class was surveyed about their participation; 71% stated they made new friends. 57% developed a new skill in an area that they enjoyed. 71% stated that they could be more independent and take care of themselves. And 30% stated that because of the ESL 4-H program they had improved their self-confidence.

Parents stated that they liked the program because it allowed their children to gain socialization skills and to practice their English more. The program also prepared one of the youth for starting Pre School. One parent stated that she and her child were bonding better because they were "going to school together".

Key Items of Evaluation