

Youth Development

Youth Development

V(A). Planned Program (Summary)

1. Name of the Planned Program

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
133	Pollution Prevention and Mitigation	5%		5%	
134	Outdoor Recreation	15%		15%	
724	Healthy Lifestyle	20%		20%	
801	Individual and Family Resource Management	5%		5%	
802	Human Development and Family Well-Being	15%		15%	
803	Sociological and Technological Change Affecting Individuals, Families and Communities	10%		10%	
805	Community Institutions, Health, and Social Services	3%		3%	
806	Youth Development	27%		27%	
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	8.8	0.0	0.6	0.0
Actual	8.3	0.0	0.1	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 313888	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 930621	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 194827	1890 All Other 0	1862 All Other 0	1890 All Other 0

V(D). Planned Program (Activity)

1. Brief description of the Activity

•4-H Afterschool •4-H Civil Rights Teams •4-H Club Leader Development and Support •4-H Club Support •4-H County Club Program •4-H County Club Programs •4-H Earth Connections Day Camp •4-H leader and volunteer development •4-H Super Sitter •4-H Youth In Governance •Adult 4-H Volunteer Trainings •County 4-H Leadership Team •County Executive Committee Support •Create and implement teen leadership trainings and opportunities, youth and adult partnerships in service learning, leadership and team building programs for 4-H. Provide technical assistance to community collaborations and youth and adult partnership initiatives. •Cumberland County 4-H School Enrichment •Financial Literacy for High School Students •GIS/GPS Training •Healthy Life Styles-CommunityPrograms •Healthy Lifestyles- Safe Operation of Farm Tractors and Equipment •Healthy Lifestyles: 4-H School Enrichment •Healthy Lifestyles: 4-H School Enrichment •Japanese Exchange Program •Knox-Lincoln Counties 4-H School Enrichment •Maine 4-H GIS/GPS Project-Cumberland County •Maine 4-H GIS/GPS Project-Franklin County •Maine 4-H International Exchanges/month long summer exchange •New 4-H Volunteer Training •New Media On-line Communities Outreach - Youth Community Action YouthCAN Website & Dream Now Website; research into engaging adults in Youth Community Action •Operation Military Kids •Outreach to new audiences - Native American Communities; Operation Military Kids •Professional Development via Conference Workshops & Presentations - Citizenship Washington Focus (CWF); Children, Youth, and Families at Risk (CYFAR); Youth Voices; and National 4-H Conference (N4-HC); and National 4-H Educators Association (NAE4-HA) •Professional Development via Conference Workshops & Presentations - Citizenship Washington Focus (CWF) •Promote positive learning experiences that promote healthy life choices. •Provide Technical assistance and team consultations with community and school based groups delivering or initiating out of school based programs. Initiatives are designed to provide young people with safe and quality out of school programs. •Summer Camps - 4-H Day Camp •Tanglewood Leadership Program •Tanglewood Summer Residential Camp •Teen and Older 4-H Member Leadership Development •Teen Leadership Council Entrepreneurship Activities •Volunteer Development - Clubs and 4-H Afterschool •York County 4-H Discovery Arts •Youth/Adult Partnership Building via Maine Teen Leadership Conferences - EDGE, Bangor, Sunday River

2. Brief description of the target audience

•4-H Community or Project Clubs Participants (Youth) •4-H Independent Members (Youth) •4-H Leader or Project Skills Training Program Participants (Youth) •4-H Leaders (Adult) •4-H Leaders (Youth) •4-H Members (Youth) •4-H Special Interest or Short-Term Program Participants (Youth) •4-H Volunteers (Adult) •4-H Volunteers (Youth) •Adults with Disabilities (Adults) •Agency Staff or Professionals (Adult) •Agricultural Workers (Adult) •Community Leaders (Adult) •Community Members (Adult) •Community Organization Members or Staff (Adult) •County Executive Committee Members (Adult) •Extension - all staff (Adult) •Extension Faculty (Adult) •Extension Professionals (Adult) •Families (Adult) •Families (Youth) •General Public (Adult) •Master Gardener Volunteers (Adult) •Media People (Adult) •Municipal Officials (Adult) •Parents (Adult) •School Administrators (Adult) •School Board Members (Adult) •School Enrichment Program Participants (Youth) •Student (Adult) •Students (Youth) •Teachers (Adult) •Tourism Development Stakeholders (Adult) •Volunteers (Adult) •Volunteers (Youth) •Youth (Youth) •Youth Educators (Adult)

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	1353	0	4698	0
2007	3224	211	12703	1519

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

Patent Applications Submitted

Year	Target
Plan:	0
2007:	0

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Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

	Extension	Research	Total
Plan			
2007	0	0	0

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

Direct - 4-H After School

Year	Target	Actual
2007	12	47

Output #2**Output Measure**

Direct - 4-H Club - Community

Year	Target	Actual
2007	50	103

Output #3**Output Measure**

Direct - 4-H Club - Project

Year	Target	Actual
2007	150	542

Output #4**Output Measure**

Direct - 4-H Day Camp

Year	Target	Actual
2007	5	5

Output #5**Output Measure**

Direct - 4-H Overnight Camp

Year	Target	Actual
2007	525	20

Output #6**Output Measure**

Direct - 4-H School Enrichment

Year	Target	Actual
2007	50	29

Output #7**Output Measure**

Direct - 4-H Short-term

Year	Target	Actual
2007	3	1

Output #8**Output Measure**

Direct - 4-H Special Interest

Year	Target	Actual
2007	250	440

Output #9**Output Measure**

Direct - Experiential Learning

Year	Target	Actual
2007	8	0

Output #10**Output Measure**

Direct - Collaborative or Cooperative Effort

Year	Target	Actual
2007	{No Data Entered}	13

Output #11**Output Measure**

Direct - Conference or symposium; Planning and/or participation

Year	Target	Actual
2007	{No Data Entered}	6

Output #12**Output Measure**

Direct - Consultation; phone, written, in-person

Year	Target	Actual
2007	{No Data Entered}	70

Output #13**Output Measure**

Direct - Train the Trainer

Year	Target	Actual
2007	{No Data Entered}	15

Output #14**Output Measure**

Direct - Volunteer training

Year	Target	Actual
2007	{No Data Entered}	89

Output #15**Output Measure**

Direct - Workshop - series

Year	Target	Actual
2007	{No Data Entered}	2

Output #16**Output Measure**

Indirect - Resulting from Train the Trainer

Year	Target	Actual
2007	{No Data Entered}	1

V(G). State Defined Outcomes

O No.	Outcome Name
1	Demonstrate animal handling practices
2	Demonstrate basic facilitation skills
3	Demonstrate best practices for community groups and organizations
4	Demonstrate conflict management or mediation skills
5	Demonstrate effective collaboration skills and techniques
6	Demonstrate effective relationship skills
7	Demonstrate healthy lifestyle choices
8	Demonstrate how to apply animal behavior principles to safe animal management and handling
9	Demonstrate how to build relationships
10	Demonstrate how to collect and analyze data
11	Demonstrate how to communicate effectively
12	Demonstrate how to confront disrespectful behavior
13	Demonstrate how to create effective partnerships
14	Demonstrate how to create new media that promotes positive human development
15	Demonstrate how to create safe spaces
16	Demonstrate how to effectively lead organizations or community groups
17	Demonstrate how to identify native flora and fauna
18	Demonstrate how to identify needs that can be met through community service activities
19	Demonstrate how to keep good records
20	Demonstrate how to operate farm equipment safely
21	Demonstrate how to reduce, reuse, recycle, and refuse
22	Demonstrate how to respect others
23	Demonstrate how to respond to an emergency situation
24	Demonstrate how to set goals and priorities
25	Demonstrate how to support development of whole people
26	Demonstrate how to use basic facilitation skills to run effective meetings
27	Demonstrate how to use dietary guidelines and food guide pyramid to plan menus or choose foods
28	Demonstrate how to use science process skills
29	Demonstrate how to use technology
30	Demonstrate improved communication skills
31	Demonstrate leadership skills
32	Demonstrate planning and organizational skills
33	Demonstrate positive engagement in their communities
34	Demonstrate project-related science or technology skills
35	Demonstrate public speaking skills
36	Demonstrate safe behavior and safety practices
37	Demonstrate science and technology skills needed in the workforce
38	Describe another culture
39	Describe benefits of community involvement
40	Describe careers in science and technology
41	Describe gender stereotypes and their effects
42	Describe healthy lifestyle choices
43	Describe how to integrate regular physical activity into daily lives in a variety of ways
44	Describe learning that occurred through a service activity
45	Describe principles of good communication
46	Describe relationships between humans and wildlife
47	Describe science and technology skills needed in the workforce
48	Describe self as part of the web of life
49	Describe sustainable living principles and practices
50	Describe the benefits of physical activity
51	Describe the ecosystems where they live
52	Describe the effect of cultural and media messages
53	Describe the effects of decisions and actions on local and global ecosystems
54	Describe the health dangers of childhood obesity
55	Describe the laws of ecology
56	Describe the value of community involvement and civic participation
57	Demonstrate appreciation of diversity
58	Describe the watershed where they live

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59	Describe ways science and technology skills can be useful to the community
60	Describe ways to observe, explore, and experience nature
61	Develop a plan for increasing physical activity
62	Learn to develop a plan to help prevent childhood obesity
63	Conduct tours of agricultural employers in Maine
64	Adopt appropriate technologies
65	Adopt lower impact lifestyles
66	Adopt the USDA dietary guidelines and the food guide pyramid
67	Assume personal responsibility for health
68	Balance roles, responsibilities, and stress
69	Be a global citizen
70	Conduct community service or outreach
71	Conduct community service or outreach using science and technology skills
72	Create and sustain effective partnerships and collaborations
73	Create learning opportunities based on principles of positive human development
74	Create learning opportunities that are safe and empowering
75	Develop a financial plan
76	Develop a sense of belonging to a community
77	Develop community resources
78	Develop literacy and critical thinking skills
79	Develop skills that promote healthy relationships
80	Engage in leadership development
81	Engage positively in their community
82	Ensure that all people feel safe and accepted
83	Facilitate meetings effectively
84	Handle animals safely
85	Identify and solve problems using science and technology skills
86	Increase capacity to achieve goals
87	Increase capacity to establish goals or make decisions
88	Integrate regular physical activity into daily life
89	Keep livestock healthy
90	Make better decisions
91	Make better decisions regarding healthy lifestyle
92	Make better decisions regarding healthy lifestyle using improved literacy and critical thinking skills
93	Manage community resources
94	Model positive group behavior to others
95	Operate equipment safely
96	Participate in leadership roles
97	Participation in 4-H Dairy projects and events
98	Practice safety
99	Support and mentor others in leadership roles
100	Take leadership role
101	Teach effectively
102	Treat all people with dignity and respect
103	Use clear and effective communication skills
104	Use new technologies
105	Work effectively with diverse groups
106	Work productively in a team
107	Enhance the economic and environmental sustainability of Maine agriculture and aquaculture
108	Improve the lives of Maine citizens through positive human development, healthy lifestyles and nutrition, and lifelong wellness
109	Increase the economic and social viability and sustainability of Maine communities
110	Protect and enhance Maine's natural resources and environment through sustainable stewardship
111	Adopt record-keeping system
112	Collect information and communicate results
113	Create safe and empowering learning opportunities
114	Develop a business plan
115	Increase volunteerism
116	Lead effectively
117	Promote healthy relationships
118	Protect or conserve biodiversity and habitat including native plant and animal species
119	Use relevant UMaine Extension web-based resources
120	Demonstrate animal management skills

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121	Demonstrate effective leadership skills and strategies
122	Demonstrate how to use the 'train-the-trainer' model
123	Describe age-appropriate safety practices
124	Describe diversity
125	Describe financial management
126	Describe the components of a business plan
127	Describe the components of a record-keeping system
128	Describe the value of diversity
129	Describe the value of good communication
130	Describe the value of water resources, riparian areas, and ecosystems
131	Describe what is included in a good record
132	Be a global citizen Conduct community service or outreach Conduct community service or outreach using science and technology skills Develop a sense of belonging to a community Develop community resources Engage positively in their community Take leadership role Use new technologies

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

Economy

Brief Explanation

Programming in the 4-H Youth Development area was affected by the struggling economy. We rely heavily on volunteers for our youth development programs and with the high fuel and heating oil prices it made it difficult for people to contribute as they have in the past. This also impacted the youth that participated in our programs as there were occasions when families were unable to fully participate in programs because of a decrease in family budgets.

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

1. Evaluation Studies Planned

Retrospective (post program)

During (during program)

Comparisons between program participants (individuals,group,organizations) and non-participants

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}