

Building Character

Building Character

V(A). Planned Program (Summary)

1. Name of the Planned Program

Building Character

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	Total	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	9.0	0.0	0.0	0.0
Actual	7.8	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 488178	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Integrate Show Me Character resources into 4-H Clubs, 4-H Camps, 4-H Council and other meetings and 4-H educational events. Integrate Show Me Character modules into adult and teen volunteer training, workshops; Module 1-Why Character Development; Module 2-Character Development Theory; Module 3-The Six Pillars of Character; Module 4-Making Good Decisions; and Module 5-Competing with Honor.

2. Brief description of the target audience

Youth aged 5 to 19. Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders).

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	7500	0	15000	0
2007	468	56488	6998	81943

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	18	0	18

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

Number of youth and adults reached by 4-H field and state faculty with the Show Me Character Program.

Year	Target	Actual
2007	0	145897

V(G). State Defined Outcomes

O No.	Outcome Name
1	10,000 youth will report an awareness of the six pillars of character.
2	10,000 youth will report an awareness of how character affects their daily decisions.
3	20 4-H field faculty will integrate Show Me Character into their 4-H program.
4	50 to 60 youth will report annually through the Y2200, State 4-H Recognition Form on how 4-H has influenced their lives through their 4-H Story.

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
------	---------------------	--------

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
---------	----------------

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Character Education is integrated into every 4-H Youth Development program to the point that we do not conduct separate character education programs; the disadvantage to this is that we do not specifically measure for character education outcomes in our programs. Lack of adequate federal and state funding limits the number of master-level specialists employed throughout the states to create experiences for more children, youth and families to gain knowledge, skills and competencies in character education.

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

1. Evaluation Studies Planned

- After Only (post program)
- During (during program)
- Case Study
- Other (Demos, Exhibs, Behav @ Ed Events)

Evaluation Results

Resident campers within the 10–13 year age range were surveyed about their camping experience. Parents of this targeted group were also surveyed to gather their perceptions of the impact of 4-H Camp on their children in the development of the life skills listed above.

Section one collected quantitative data by asking youth and parents to respond to statements with one of the following: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. Section two collected qualitative information by asking respondents to complete a series of statements in their own words about how they viewed the camp experience.

Teamwork Skill Development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop Teamwork Skills in campers (Youth = 3.16; Parents = 2.96). While youth generally tended to agree at a higher mean level that they had gained skills in this area than parents did, youth and parents showed the same mean score that indicated the camper had learned to work out disagreements when working with others (Youth = 2.97; Parents = 2.97). The area rated most highly by youth was doing their share when working with other campers (Youth = 3.41), followed by working with other campers to finish a job they had started together (Youth = 3.24), although parents indicated at a lower level that since camp, their child was more likely to do their part (Parents = 3.02).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to work and communicate with others, including family members, since attending camp. Campers often commented they had learned to help others and to do their share of the work. Particular Teamwork Skills noted by parents were improved responsibility, flexibility, better attitude, helping out, and tenacity as a result of attending 4-H Camp.

Self-Responsibility Skill Development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop self-responsibility skills in campers (Youth = 3.07; Parents = 2.96), with scores showing very little change from the 2005 survey (Youth Mean change = 0.10; Parents Mean change = 0.02). Youth most enthusiastically agreed with two statements, noting that camp helped them to be on time (Youth = 3.24) and to better complete projects for which they were responsible (3.22). Youth agreed more often than parents they were better at completing projects for which they were responsible (Youth = 3.22; Parents = 2.90). Youth also agreed more often they were better at being on time and making decisions (Youth = 3.02; Parents = 2.96). Finally, youth agreed at a higher rate than parents that 4-H Camp had helped them learn to better take care of themselves (Youth = 3.05; Parents 3.03).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to care for themselves and their belongings while away from home. Youth respondents identified several self-responsibility skills they developed, including taking care of themselves and their belongings, being on time for activities, making their own decisions, and completing tasks. Comments from parents focused on their child learning to be on time and to care for themselves and their personal belongings.

Key Items of Evaluation

Teamwork Skill Development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop Teamwork Skills in campers (Youth = 3.16; Parents = 2.96). While youth generally tended to agree at a higher mean level that they had gained skills in this area than parents did, youth and parents showed the same mean score that indicated the camper had learned to work out disagreements when working with others (Youth = 2.97; Parents = 2.97). The area rated most highly by youth was doing their share when working with other campers (Youth = 3.41), followed by working with other campers to finish a job they had started together (Youth = 3.24), although parents indicated at a lower level that since camp, their child was more likely to do their part (Parents = 3.02).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to work and communicate with others, including family members, since attending camp. Campers often commented they had learned to help others and to do their share of the work. Particular Teamwork Skills noted by parents were improved responsibility, flexibility, better attitude, helping out, and tenacity as a result of attending 4-H Camp.

Self-Responsibility Skill Development

In the quantitative section of the surveys, all responses from both youth and parents showed a very high level of positive perceptions about the ability of 4-H Camping Programs to develop self-responsibility skills in campers (Youth = 3.07; Parents = 2.96), with scores showing very little change from the 2005 survey (Youth Mean change = 0.10; Parents Mean change = 0.02). Youth most enthusiastically agreed with two statements, noting that camp helped them to be on time (Youth = 3.24) and to better complete projects for which they were responsible (3.22). Youth agreed more often than parents they were better at completing projects for which they were responsible (Youth = 3.22; Parents = 2.90). Youth also agreed more often they were better at being on time and making decisions (Youth = 3.02; Parents = 2.96). Finally, youth agreed at a higher rate than parents that 4-H Camp had helped them learn to better take care of themselves (Youth = 3.05; Parents 3.03).

In the qualitative section of both the youth and parent surveys, respondents frequently commented on campers' improved ability to care for themselves and their belongings while away from home. Youth respondents identified several self-responsibility skills they developed, including taking care of themselves and their belongings, being on time for activities, making their own decisions, and completing tasks. Comments from parents focused on their child learning to be on time and to care for themselves and their personal belongings.