

# 4-H Youth Development

4-H Youth Development

## 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
806	Youth Development	100%		100%	
	<b>Total</b>	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
<b>Plan</b>	30.0	0.0	1.0	0.0
<b>Actual</b>	19.0	0.0	1.0	0.0

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

Extension		Research	
Smith-Lever 3b & 3c 146422	1890 Extension	Hatch 11748	Evans-Allen 0
<b>1862 Matching</b> 536698	<b>1890 Matching</b> 0	<b>1862 Matching</b> 110834	<b>1890 Matching</b> 0
<b>1862 All Other</b> 196881	<b>1890 All Other</b> 0	<b>1862 All Other</b> 2643	<b>1890 All Other</b> 0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Positive Youth Development:

- Employ Essential Elements (belonging, independence, mastery and generosity) as the basis for life skill development and related workforce development skills.
- Utilize Experiential Education Model (Experience, Share, Process, Generalize, Apply)

Provide opportunities for youth to:

- feel and believe that they are cared about by others (Attachment, Belonging, Connection)
- feel and believe they are capable and successful (Achievement, Mastery, Competence)
- know they are able to influence people and events (Autonomy, Power, Confidence)
- practice helping others through youth's own generosity (Altruism, Purpose, Contribution)

Subject matter:

(USDA/CSREES Mission Mandates)

Science, Engineering, Technology (includes: science literacy, animal science, plant science, environmental science, life sciences, etc) Citizenship (includes youth engagement, community youth development, community service, character development, civic engagement, etc) Healthy Lifestyles (includes chemical health, mental and emotional health, foods & nutrition, physical health and safety, etc)

**2. Brief description of the target audience**

- School Age youth (K – 13, one year out of high school) and their parents •
  - 4-H Volunteers (adult and youth) •
  - Teachers/Educators/other youth development educators •
  - School Age Child Care Providers •
  - College Students (interns, collegiate 4-H) •
  - Other Extension Professionals and university partners •
  - Communities: stakeholders and non-profit, social service, government agencies •
  - Under-served and under-represented audiences
- Delivery modes:

- 4-H Clubs and related activities •
- 4-H Afterschool (clubs and short-term programs) •
- 4-H School Enrichment •
- 4-H Special Interest •
- 4-H Camping (day camps and overnight camping) •
- 4-H Mentoring and Individual Study

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

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

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	2200	10000	45000	20000
2007	2319	8850	50391	32700

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

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2007:	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>			
2007	5	0	5

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

893 organized 4-H Clubs; 1098 4-H special interest/short-term programs; 321 camping programs; 3692 4-H school enrichment programs; 82 school age child care educational programs.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2007	{No Data Entered}	6086

**V(G). State Defined Outcomes**

O No.	Outcome Name
1	<p>Short Term Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including:</p> <ul style="list-style-type: none"> <li>• policies that need to be addressed.</li> <li>• community resources and support.</li> </ul>
2	<p>Medium Term Youth apply knowledge, attitudes, skills, and behaviors needed to become competent, caring and contributing citizens by:</p> <ul style="list-style-type: none"> <li>• taking on leadership roles in their youth organizations and schools.</li> <li>• working in partnership with adults in a variety of settings. Youth and adults demonstrate effective partnerships through increased youth participation on advisory committees and other governing bodies. Volunteers and youth development professionals apply practices fostering positive youth development.</li> </ul>
3	<p>Long Term Youth demonstrate mastery and competencies needed to become engaged citizens by</p> <ul style="list-style-type: none"> <li>• assuming leadership positions in communities.</li> <li>• developing and implementing action plans to address community needs.</li> <li>• becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.</li> </ul>
4	<p>Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: - policies that need to be addressed. - community resources and support.</p>
5	<p>Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including policies that need to be addressed, community resources and support.</p>
6	<p>Short Term - Youth increase awareness, knowledge, attitudes, and skills related to essential elements, workforce development, life skill development, and relevant subject matter. Volunteers increase knowledge and awareness of practices fostering positive youth development, including youth/adult partnerships. Youth development professionals and stakeholders increase awareness and knowledge of problems and solutions supporting positive youth development, including: - policies that need to be addressed. - Community resources and support.</p>
7	<p>Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by - assuming leadership positions in communities. - developing and implementing action plans to address community needs. - becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues. Youth</p>
8	<p>Long Term - Youth demonstrate mastery and competencies needed to become engaged citizens by -assuming leadership positions in communities. - developing and implementing action plans to address community needs. - becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.</p>

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9	Long Term - Youth demonstrates mastery and competencies needed to become engaged citizens by: assuming leadership positions in communities; developing and implementing action plans to address community needs; becoming productive members of the workforce. 4-H youth are engaged partners in decision making regarding RCE programming including but not limited to 4-H youth development programming. 4-H alumni and volunteers become engaged citizens by assuming leadership positions in communities. Youth development professionals and stakeholders influence decision makers in policy development related to youth development needs and issues.
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**Outcome #1**

**1. Outcome Measures**

*Not reporting on this Outcome for this Annual Report*

**2. Associated Institution Types**

**3a. Outcome Type:**

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
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**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**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.)

Other (Youth risk factors)

**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)

During (during program)

Time series (multiple points before and after program)

Case Study

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

Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

**Evaluation Results**

Evaluative results are unique to each planned program. See Qualitative Outcome Statement for each.

**Key Items of Evaluation**