

5.2 Positive Youth Development/Life Skill Development

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V(A). Planned Program (Summary)

1. Name of the Planned Program

5.2 Positive Youth Development/Life Skill 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%	
	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	46.5	0.0	0.5	0.0
Actual	309.0	0.0	0.0	0.0

2. Institution Name: Cornell University

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

Extension		Research	
Smith-Lever 3b & 3c 1357238	1890 Extension 0	Hatch 0	Evans-Allen 0
1862 Matching 1357238	1890 Matching 0	1862 Matching 0	1890 Matching 0
1862 All Other 14626598	1890 All Other 0	1862 All Other 0	1890 All Other 0

2. Institution Name: NY State Agricultural Experiment Station

5.2 Positive Youth Development/Life Skill Development

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

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	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

4-H Youth Development Staff are recruited with Youth Development experience including an understanding in helping youth develop competencies or life skills. New professionals are introduced to 4-H youth development's system of developing life skills in youth through professional development opportunities using resources such as 4-H 101 and Advancing Youth Development. Staff and volunteers are trained in the use of the NYS 4-H Resource Directory to acquire approved curriculum throughout the nation to teach life skills to 4-H members based on their subject matter interests.

Volunteers in 4-H Youth Development are carefully recruited, screened and selected based on roles needed to promote life skill development in youth. Volunteers, including professional staff from other community agencies and schools, are trained, supported and evaluated to ensure understanding and ability to develop youth and life skills.

Trained 4-H Staff, teachers, community agency staff, volunteers, and teens lead youth in 4-H projects, which are a planned series of learning experiences through which youth develop knowledge, practical skills (woodworking, gardening, cooking, etc.) and life skills (decision-making, self-discipline, leadership, etc.) in a variety of settings. The development of life skills builds assets that promote positive learning and prepare young people for work and adult responsibilities. Statewide, regional, and county events are structured to showcase 4-H project work, to recognize 4-H youths accomplishments and to allow 4-H participants opportunities for developing mastery, independence, generosity and belonging.

2. Brief description of the target audience

There are four distinct audiences. The youth development educator is professional or paraprofessional staff employed by Cornell Cooperative Extension. The adult volunteer / leader accepts a role defined by a written volunteer position, does not receive compensation for work, and works directly with young people. The 4-H participant is a young person between the ages of 5 and 19 who chooses to participate in the program. The youth development educator / worker within the community works directly with young people and may or may not have formal training in the area of education or youth development.

Youth development educators must understand and be able to apply the intentional process that promotes positive outcomes for young people by providing support, relationships, and opportunities. Additionally, it is necessary for educators to have training and support in how to incorporate research findings process into program design. The adult volunteer leader must be trained in youth development principles and practices to ensure that the program creates positive opportunities for young people to reach their full potential. Young people must have an active voice in program determination, implementation, evaluation, and policy development. The front line youth worker is provided training in the core concepts of a youth development approach and its implications for youth work practice.

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	12000	60000	65000	90000
2007	50302	5183830	117695	2630287

5.2 Positive Youth Development/Life Skill Development

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	0	0	8

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

non-credit instructional activities directed to this program.

Year	Target	Actual
2007	0	54162

Output #2

Output Measure

non-credit instructional activity contact hours directed to this program.

Year	Target	Actual
2007	0	577910

Output #3

Output Measure

funded applied research projects directed to this program.

Year	Target	Actual
2007	1	0

Output #4

Output Measure

of youth program educators and adult volunteers participating in programs on positive youth development. (5.2.1 a)

Year	Target	Actual
2007	0	0

Output #5

Output Measure

of youth participating in projects related to vocational skills and/or citizenship. (5.2.1b)

Year	Target	Actual
2007	0	0

Output #6

Output Measure

refereed publications directed to this program.

Year	Target	Actual
2007	2	8

V(G). State Defined Outcomes

O No.	Outcome Name
1	# of youth participants who demonstrate gains in vocational/citizenship skills – knowledge, attitudes, and/or behaviors. (5.2.1c)
2	# of youth participants who learn to set goals, make plans and identify resources to achieve goals. (5.2.1d)
3	# of youth program educators and adult volunteers who demonstrate knowledge and/or skill gains in meeting the needs of youth at various stages of development. (5.2.1e)
4	# of youth participants who demonstrate ability to express their ideas confidently and competently. (5.2.1f)
5	# of adult volunteers documented to mentor and advise youth and other adult volunteers in an effective and positive manner. (5.2.1g)
6	# of youth participants documented as serving in age-appropriate leadership roles. (5.2.1h)
7	# of youth organizations/programs documented as reflecting youth needs, interests, and excitement for learning. (5.2.1i)
8	Reproductive Health Among Youth: Intergenerational Communication, Healthy Families and Community Engagement
9	Social Aggression in Adolescent Girls: Bystander Behavior and the Development of Moral Integrity and Action
10	Youth Employment Success
11	Strengthening Families Program for Parents and Youth

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
Competing Programmatic Challenges
Populations changes (immigration,new cultural groupings,etc.)

Brief Explanation

See plan.

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

1. Evaluation Studies Planned

After Only (post program)
Retrospective (post 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

Evaluation results are reflected in the outcome indicators and impact statements associated with each planned program and result from a broad variety of evaluation approaches appropriate to the individual programs and contexts they represent.

5.2 Positive Youth Development/Life Skill Development

Key Items of Evaluation

Each of our planned programs represents broad program emphases and strategies. Absent selection criteria, individual "findings" are not useful. See impact statements associated with this planned program for representative results.

Example results from impact statements: •

Developed, adapted and evaluated strategies that specifically address adult/youth connectedness, teen/parent communication, reproductive health, risk and protective factors in the prevention of HIV/AIDS/STDs, and community engagement in these efforts. •

Use of moral psychology framework identified the important influence of mothers' past and current experiences with relational aggression in their daughters' perceptions.