

Life Skills for Youth

Life Skills for Youth

V(A). Planned Program (Summary)

1. Name of the Planned Program

Life Skills for Youth

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	46.3	0.0	0.0	0.0
Actual	64.4	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 860043	1890 Extension	Hatch	Evans-Allen
	0	0	0
1862 Matching 860043	1890 Matching	1862 Matching	1890 Matching
	0	0	0
1862 All Other 5227090	1890 All Other	1862 All Other	1890 All Other
	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Life Skills for Youth

This program is based on six learning experiences tied to the work of the project for which they participate. Each project is experientially focused. Examples of activities include workshops, demonstrations, and hands-on experiences.

Numerous materials and support is provided by the Texas 4-H faculty to agents and specialists. These items are used for implementation of projects and for professional development of staff. Use of volunteers is significant in enhancing and extending efforts to reach and provide youth with positive experiences.

Decisions related to areas of focused projects are decided locally and tied to issues identified by Texas residents. Nationally, youth-related issues include Weight Management, Harmful Substance Abuse, Teen Sexuality, Accepting and Respecting Others, Youth Violence, Unsupervised Time, Youth Literacy, and Death by Accident. During the last statewide issues assessment, Texas counties identified a number of youth related issues that strongly parallel national concerns. These issues continued as areas of focus for 2007.

Texas 4-H offers nine areas of program delivery to meet the needs of a diverse state with complex issues. A comprehensive urban plan includes faculty from the 20 most populated Texas counties who work cooperatively toward a consistent program directed to serve the needs of urban youth. Furthermore, focused efforts are directed toward traditionally under-served clientele and accommodations were made to meet the needs of the disadvantaged.

Texans Building Character, 4-H Leadership Development, Workforce Development and Entrepreneurship, Conflict Resolution, Technology Education, Building Community Inclusion through Diversity and 4-H Curriculum Development through Texas 4-H Project Teams were addressed. Project curriculum was aligned to meet the Texas Essential Knowledge and Skills (TEKS) as identified by the Texas Education Agency (TEA). During 2006, TEKS components continued to be valued within 4-H curricula as TEA has moved toward requirements for Texas schools to assess the knowledge and skills (TAKS) gained by youth. Additionally, 4-H has formed an alliance with public schools through a group known as the Texas School Health Advisory Committee (TSHAC). TSHAC ensures that all schools are utilizing curriculum that offers accurate information related to nutritional needs of adolescents. Internal and external linkages were formed with numerous agencies, including: Civic and Community Organizations, Extension Program Council, Family and Community Education Groups, Juvenile Probation System, Parks and Recreation Departments, Universities, Schools, Corporations, Philanthropy Foundation, and other youth serving agencies as appropriate to this performance goal. Two project grants were continued, involving 17 county sites, that focused on the development of youth/adult partnerships. One grant was secured that targeted six Texas counties that focused on developing collaborations by forming community youth boards. AgriLife Extension will draw on the experience in these targeted sites to develop a best practice approach for all 254 Texas counties. Some project highlights include:

During 2007, 8,984 youth participated in Workforce Preparedness project work. Texas 4-H continued with the CYFAR project titled: Kidz with Biz Ideaz. The project focuses on the development of job readiness skills and creating an ever-mindful climate of entrepreneurship for youth. Over 730 youth have been involved with the project in the four county sites. Youth have developed concepts for home-based business and participated in Entrepreneurship Fairs where they are able to display their products. An entrepreneurship tour was held during the summer of 2007 where youth toured around Texas and visited unique businesses to give them a practical sense of the opportunity to start a business in their home town. Many small Texas communities are experiencing negative population growth, thus increasing the importance for youth to feel they can create a future for themselves. In addition to the Kids with Biz project, 5,606 youth have been involved in Entrepreneurship related project work through 340 learning sessions offered around the state for a total of 11,891 contact hours.

During 2004, a grant was secured focused toward building a climate of inclusiveness in communities. The program includes seven county sites who are focused toward teaching community groups to be more accepting and inviting to youth with disabilities. The project titled: "Building Community Inclusion", was directed to address Texas 4-H's focus on diversity. As a result of the 2004 effort, a new camp in 2005 was started at the Texas 4-H Camping and Conference Center and continued in 2007. The camp, called Mission Possible, was focused toward the joint participation of youth with and without disabilities. As a result, 38 disabled youth, who otherwise more than likely would have never had a positive camping experience, were exposed to 4-H. Furthermore, training of camp counselors and summer staff related to working with disabled youth has become a staple of the training program.

Texas 4-H also expanded the statewide technology team who partners with state faculty to offer more educational opportunities for youth via the web and distance learning. As a result of this effort, over \$50,000 in computer equipment has been secured in the form of mobile technology labs for youths' use. The youth team has conducted statewide educational workshops for senior adults, as well as their peers. This group also conducted educational workshops during the 2006 and 2007 Entrepreneurship Camp and served as the technology support for the 2007 Children, Youth, and Families At Risk Project.

A base of 4-H project work continues to be the development of leadership life skills.

Some highlights of county efforts include a total of 4,718 sessions reaching 64,482 youth.

Leadership skill development camps were held in 12 Extension districts for 4-H members serving in local leadership roles. 472 youth answered questions pertaining to their knowledge or intentions to change based on the programs implemented.

During 2006, a base program was added to AgriLife Extension work that focuses on Disaster Preparedness and Mitigation. The youth component included work in educational activities associated with "Patriotism through Preparedness." This program focused on the life skill of personal readiness and planning. During 2007, the project included a total of 109 sessions reaching 1,509 youth.

A core life skill for youth is decision making. Three key projects were conducted in the state directed to youth that had a decision making focus. The projects include, Health Rocks, Towards No Tobacco, and Walk Across Texas for youth. Each of these are decision-making project emphasizing confidence in decisions that affects youth's health. 862 learner sessions were conducted reaching 13,871 youth.

2. Brief description of the target audience

All youth of 4-H age are targeted for programs depending on location, identified issues, and programs of interest.

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	120500	462600	175600	0
2007	111106	424280	308538	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	13	0	13

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

of group educational sessions conducted.

Year	Target	Actual
2007	12700	89299

V(G). State Defined Outcomes

O No.	Outcome Name
1	% of youth who increase knowledge of life skills concepts and practices.
2	% of youth who report they have adopted life skills concepts and practices.
3	% of youth who plan to pursue higher education interest or career interest as a result of their project work.

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

Appropriations changes

Competing Public priorities

Competing Programmatic Challenges

Brief Explanation

Appropriation Changes: Beyond grants that the 4-H unit has brought in, the lack of initiative funds influences the opportunity to expand project areas and offer new efforts that may be more appealing to youth not otherwise involved in the program.

Competing Public Priorities: Multiple opportunities for youth and a society raising over-scheduled children leads to families making more targeted choices regarding their child's extra-curricular activities.

Competing Programmatic Challenges: Multiple project opportunities with decreased staff creates a climate where the creation of new program options is difficult to bring forward. Most efforts are focused on existing programs and their support.

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

1. Evaluation Studies Planned

Retrospective (post program)

Before-After (before and after program)

Evaluation Results

During 2007 Texas 4-H continued a broad scale study of Positive Youth Development. A child who exhibits signs of Positive Youth Development is defined as one who has enhanced skills in the areas of competence, confidence, character, caring, and connectedness. The study was part of a nationwide effort coordinated by Tufts University and funded by the National 4-H Council. As a partner in the study, Texas 4-H involved 690 4-H and non-4-H youth from the 4th through 12th grades, representing 47 urban and rural counties.

The study showed that youth who are in 4-H tend to exhibit grades and the sense of academic competence consistent with aspirations to pursue higher education.

•The general public associates participation in 4-H with school achievement and goals to pursue higher education. •96% of Texas 4-H youth surveyed reported that they agree they want to go to college to get the job they want. •91% indicated that their parents and guardians expect them to go to college. •76% of youth report that they will be able to contribute more to their community if they go to college. •85% indicated that giving back to the community is important and they feel they can help improve their communities.

A study of Texas 4-H Council alumni, showed that participating in the statewide leadership group influenced their career choice. Seventy-one percent (71%) of the alumni indicated that their 4-H leadership participation positively influenced their career choice.

The results of such 4-H studies are important when it is noted that:

•School dropouts will earn \$200,000 less than high school graduates, and over \$800,000 less than college graduates, in their lifetime. Enhanced earning potential equates to increased purchasing power and contribution to the tax base for Texas. •Dropouts make up nearly half the heads of households on welfare. •Dropouts make up nearly half the prison population.

Other important discoveries in the Positive Youth Development Study worth noting were:

When Texans consider the millions of dollars that are paid out annually in insurance claims due to vandalism, the positive outcomes of 4-H become even more prevalent.

•85% of youth report that they never or rarely have broken or damaged the property of others. •85% report that they never have stolen or damaged government property. •80% report that they have never been with a group of peers who have damaged or stolen the property of others.

Key Items of Evaluation

Educational intent/pursuit

Vandalism