

# 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 |
|---------|-------------------|-----------------|-----------------|----------------|----------------|
| 806     | Youth Development | 100%            |                 |                |                |
|         | <b>Total</b>      | 100%            |                 |                |                |

## V(C). Planned Program (Inputs)

### 1. Actual amount of professional FTE/SYs expended this Program

| Year: 2008    | Extension |      | Research |      |
|---------------|-----------|------|----------|------|
|               | 1862      | 1890 | 1862     | 1890 |
| <b>Plan</b>   | 14.0      | 0.0  | 0.0      | 0.0  |
| <b>Actual</b> | 12.0      | 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<br>445000 | 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

Conduct Workshops, Clinics that provide active learning in subject matter related to projects  
 Conduct/facilitate Meetings that focus on facilitation and leadership skills  
 Develop Curriculum and supporting Teaching Tools for volunteers to use  
 Provide training for youth and adult volunteers  
 Partner with youth serving groups on state and local levels

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

Youth ages 5-19

Parents of youth involved in 4-H

Adult volunteers involved in Youth Development Work: 4-H program and other group volunteers.

Professionals involved in Youth Development Work: 4-H program and other agencies, schools and organization professionals

**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<br/>Adults</b> | <b>Indirect Contacts<br/>Adults</b> | <b>Direct Contacts<br/>Youth</b> | <b>Indirect Contacts<br/>Youth</b> |
|-------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------------------|
| <b>Year</b> | <b>Target</b>                     | <b>Target</b>                       | <b>Target</b>                    | <b>Target</b>                      |
| <b>Plan</b> | 2200                              | 3600                                | 11000                            | 12000                              |
| 2008        | 5334                              | 7857                                | 13611                            | 7757                               |

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

**Patent Applications Submitted**

**Year Target**

**Plan: 0**

2008: 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> | 2                | 0               |              |
| 2008        | 1                | 0               | 1            |

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

**Output Target**

**Output #1**

**Output Measure**

Life Skill Development

- Statewide, 9,000 youth will be involved in 300 experiential learning activities including workshops, clinics, seminars and club meetings.
- On a statewide basis, 300 youth will attend 15 camps to develop enhance life skill development.

| <b>Year</b> | <b>Target</b> | <b>Actual</b> |
|-------------|---------------|---------------|
| 2008        | 11000         | 21368         |

**Output #2**

**Output Measure**

Leadership/Volunteer Development

- An estimated 250 youth and 450 adults will be able to apply leadership skills and positive youth development practices in their roles of organizational, project or other leadership positions.
- Professional and volunteer staff in at least 1/3 of the counties will follow and adhere to established financial and audit guidelines.
- Teenage youth will exhibit leadership and communications skills both within the 4-H program and at other times outside 4-H program.

| <b>Year</b> | <b>Target</b> | <b>Actual</b> |
|-------------|---------------|---------------|
| 2008        | 2200          | 4371          |

**Output #3**

**Output Measure**

Methamphetamines Develop a presentation that will teach basic information about meth. Develop a presentation that addresses meth and weight control - one of the the reasons youth begin to use meth.

| <b>Year</b> | <b>Target</b> | <b>Actual</b> |
|-------------|---------------|---------------|
| 2008        | 3100          | 8820          |

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

| O No. | Outcome Name  |
|-------|---|
| 1     | <p>Short Term: Life Skill Development 100% of 4-H members will show an increase in knowledge and skills 100% of 4-H members will report improved practices learned 50% of 4-H members will re-enroll 85% of the youth involved in the experiential learning activities through 4-H will gain knowledge and skills about the topic they have selected. (Example: plants, animals/quality assurance, aerospace, vet science, foods, public speaking, leadership, etc.) 200 youth select new project literature or participate in new educational programs Leadership/Volunteer Development Eighty percent (80%) of Extension agents attending professional development opportunities will increase knowledge in volunteer management. Sixty percent of the 4-H volunteers participating in trainings will learn the duties of an organizational leader, project leader and other leadership positions within the program so 4-H Clubs and activities will use positive youth development practices. Fifty percent of the county 4-H Councils will learn the established financial and audit procedures for handling public money. Eighty percent (80%) of participating youth will increase their self-perception of leadership development skills. Methamphetamine Percent of students who can identify the ingredients used to manufacture meth Percent of students who can identify the effects of taking meth Medium Term Life Skill Development 80% of the youth involved in the experiential learning activities through the 4-H program will show improvement in life skills. 75% of youth selecting new project literature or participating in new programs successfully complete project records or program requirements. 50% of agents and leaders will promote and market new curriculum and program initiatives Leadership/Volunteer Development 50% of Extension professionals will adopt best management practices in the areas of volunteer identification, selection, orientation, training, utilization, recognition and evaluation. Fifty percent (50%) of volunteers attending trainings will adopt practices that support the 8 critical elements on 4-H educational programs. Over the next year, at least one-third of 4-H Councils in Montana will adopt the established financial and audit guidelines. Fifty percent (50%) of participating youth will apply developed practices of leadership. Methamphetamine Participants will become involved in community meth awareness and prevention outreach activities. Long Term Life Skill Development Youth involved in 4-H will make contributions to their communities, be less likely to be involved in illegal activity and be more likely to perform better in school. Youth involved in 4-H will exhibit having more confidence, feeling more competent and self-assured, and feeling more connected to their families and communities. As a result of participating in 4-H programs for at least 2 years, members are less likely than other kids: To shoplift or steal (3 times less likely) To use illegal drugs of any kind to get high (2 times less likely) To ride in a car with someone else who has been drinking To smoke cigarettes To damage property for the fun of it (2 times less likely) To skip school or cut classes without permission 4-H members are more likely than non-members To succeed in school, getting more A's than other kids To be involved as leaders in their school and the community To be looked up to as role models by other kids To help others in the community Leadership/Volunteer Development Agents and volunteers participating in professional development opportunities will provide a safe, positive environment for youth to gain life skills and meet developmental needs through participation in 4-H programs in Montana. Montanan's will have a more accurate and positive impression of the 4-H Youth Development Program.</p> |
| 2     | <p>LIFE SKILL DEVELOPMENT - Number of youth involved in experiential learning activities of 4-H will show improvement in life skills. Number of youth selecting new projects and/or completing records and program requirements. Youth involved in 4-H will make contributions to their communities, be less likely to be involved in illegal activity and more likely to perform better in school. They will exhibit more confidence, feel more competent, self-assured and more connected to their families and communities.</p>  |
| 3     | <p>LEADERSHIP/VOLUNTEER DEVELOPMENT - Volunteers will attend training to adopt practices that support the 8 critical elements of 4-H educational programs. Agents and volunteers participating in these trainings will provide a safe, positive environment for youth to gain life skills and meet developmental needs. More 4-H Councils will adopt the established financial and audit guidelines. Montanans will have a more accurate and positive impression of the 4-H programs.</p>   |
| 4     | <p>METHAMPHETAMINES - More students can identify the effects of taking meth and will become involved in community meth awareness and prevention outreach activities.</p>  |

**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**

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

{No Data Entered}

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

**1. Evaluation Studies Planned**

- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Comparisons between program participants (individuals,group,organizations) and non-participants

**Evaluation Results**

**Key Items of Evaluation**

The findings from the Positive Youth Development (PYD) research study conducted by Tufts University (2008) defines and outlines the value of positive youth development programs. "Studies suggest a link between PYD and the developmental assets associated with youth development programs." They are: Positive and sustained relationships between youth and adults, Activities that build important life skills, and Opportunities for children to use these life skills as participants and leaders in valued community activities.