

**V(A). Planned Program (Summary)**

**Program # 16**

**1. Name of the Planned Program**

Program and Project Support, and Administration, Education, and Communication--research

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
901	Program and Project Design, and Statistics	0%	0%	35%	
902	Administration of Projects and Programs	0%	0%	35%	
903	Communication, Education, and Information Delivery	0%	0%	30%	
	<b>Total</b>	0%	0%	100%	

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

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	0.0	0.3	0.0
Actual	0.0	0.0	0.6	0.0

2. 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	62380	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	0	62380	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

Program planning, implementation, and evaluation form the backbone of any business or organization

including the landgrant university. Program planning is the means by which quality is assured; evaluation is the means by which effectiveness is demonstrated. Program planning includes all aspects of business from leadership to evaluation. It is imperative that organizations stay on the cutting edge to be competitive especially in the agriculture realm. Research in the these areas including the best ways to provide education are crucial for agriculture to stay on the cutting edge.

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

County and state faculty  
business and organizations

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

**1. Standard output measures**

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Plan</b>	0	0	0	0
<b>Actual</b>	0	0	0	0

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

**Patent Applications Submitted**

Year: 2010  
Plan: 0  
Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2010	Extension	Research	Total
<b>Plan</b>	0	1	
<b>Actual</b>	0	1	0

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

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

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

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Improve project and program design
2	Improve the evaluation, surveys, sampling methods and statistical analysis used in developing strong research projects and extension programs.
3	Improve educational processes, needs and methods needed to achieve educational goals.
4	Identify elements that contribute to the net benefits of volunteer programs in Florida

**Outcome #1**

**1. Outcome Measures**

Improve project and program design

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

Improve the evaluation, surveys, sampling methods and statistical analysis used in developing strong research projects and extension programs.

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

Improve educational processes, needs and methods needed to achieve educational goals.

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

Identify elements that contribute to the net benefits of volunteer programs in Florida

**2. Associated Institution Types**

- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2010	{No Data Entered}	0

**3c. Qualitative Outcome or Impact Statement**

### **Issue (Who cares and Why)**

Volunteers are an essential component of positive youth development in Florida 4-H. They provide nonformal educational experiences to youth who otherwise might not be served (Steele, 1994). Volunteers contribute to learning environments that promote positive youth development by supporting youth in the achievement of their goals; providing learning opportunities that interest youth in a community setting; and creating safe and secure environments for youth. Research has consistently shown that increased developmental assets in youth leads to positive outcomes (Leffert et al.; Connell, Spencer, & Aber, 1994; Hawkins, Catalano, & Miller, 1992). Developmental assets include commitment to learning, positive values, social competencies, and positive identity. Youth with higher levels of developmental assets were considerably more likely than other youth to report being successful at school, overcoming adversity, and maintaining physical health, and reducing risky behavior (Scales, Benson, Leffert, & Blyth, 2000). In Florida 4-H, volunteers are essential in providing these experiences for youth. Expanded volunteer involvement allows Extension and Florida 4-H to expand the scope and reach of opportunities and experiences for youth; increase the number of youth involved in positive youth development experiences; increase the quality of services provided by 4-H; increase the public support from the community; and increase the impact of youth development efforts. A key responsibility for Florida Extension 4-H agents has been to engage volunteers in a variety of roles and duties, and to accept ownership for the county youth development program. Nationwide and in Florida, the number of adults engaged in 4-H Youth Development has decreased (Stedman & Rudd, 2006). Lack of volunteer support in Florida 4-H has profound consequences for youth and Extension faculty in Florida. Increased demand for youth development programs together with decreased supply of volunteers has shifted the workload to paid professionals, strained human and financial resources of the county 4-H office, reduced the number of youth served, and decreased program quality. To maximize the effectiveness of volunteer development efforts and expand volunteer involvement requires a systematic approach. This approach includes: establishing supportive environments for volunteers to learn and grow; creating an organizational structure that identifies roles for volunteers; utilizing a process that leads volunteers and manages organizational structures; and maintains a financial resource base to effectively operate. Building long-term committed volunteers has been contingent upon matching the interests, skills, and abilities of a potential volunteer with a volunteer role of the same requirements (Ellis, 2003). Key to attracting new and retaining existing volunteer is the understanding who currently volunteers and why (Smith & Finley, 2004). Results of this research will help develop a consistent systematic process of recruiting, training, utilizing, and retaining volunteers that will increase the impact on youth in Florida.

### **What has been done**

The goal of this research project is understand the elements that contribute to the net benefits of volunteer development programs in Florida 4-H. Specifically it is the objective of the project to: (1) assess county 4-H programs to determine the net benefit of volunteer development efforts; (2) identify the volunteer management, administration and leadership skills and competencies of Florida 4-H agents; (3) identify characteristics and volunteer motivation factors of adults and youth that volunteer in Florida 4-H; and (4) identify skills and competencies of adult and youth volunteers to effectively deliver 4-H Youth Development programs and activities. It is expected that by understanding the relationships between these elements: systems can be developed to manage and lead 4-H volunteers; education can be developed and delivered to improve the competencies of county faculty that work with 4-H volunteers; education can be developed and delivered to improve the competencies and satisfaction of volunteers that work with youth; the number of learning opportunities for youth will increase; and the net benefits of volunteer development programs will be maximized.

## Results

As social and economic solutions become increasingly more difficult to find, the future will look to today's youth for answers. Who and what youth are involved with today is often an indicator of their future direction. Across the nation and in Florida, research has shown that youth involved in 4-H are 1.6 times more likely to enroll in college compared to youth enrolled in other out-of-school activities. This year more than 240,000 Florida 4-H youth were engaged in: 133,280 science, engineering and technology projects; 135,213 civic engagement, community service and leadership projects; and 37,532 food, nutrition, health and personal safety projects. Projects designed to build capacity in youth. These youth development experiences were guided by more than 17,000 adult volunteers and 1,000 youth volunteers each contributing nearly 50 hours annually. Volunteers that provide opportunities for youth to experience 4-H, create safe and inclusive environments and mentor youth in achieving their goals. Without the involvement of trained volunteers and support of University of Florida faculty these youth development experiences would not be provided. Florida research has shown that more than 50% of the lifeskills developed by 4-H youth are directly related to a caring adult volunteer. The skills learned and capacity developed today by 4-H youth will be the answer to issues surrounding society's problems including childhood obesity, food safety and security, financial stability, sustainable energy and climate change.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
901	Program and Project Design, and Statistics
902	Administration of Projects and Programs

## 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

The weak economy and reduction of funding in the state continues to impact research. Also, weather conditions common to the tropics including hurricanes, weather extremes from drought to flooding have impacted Florida over the past year.

## 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.
- Comparison between locales where the program operates and sites without program intervention

## Evaluation Results

{No Data Entered}

## Key Items of Evaluation

{No Data Entered}