

V(A). Planned Program (Summary)

Program # 6

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%		100%	
	Total	100%		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	10.0	0.0	0.0	0.0
Actual	7.7	0.0	0.1	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
555970	0	14756	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1087548	0	515494	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
179068	0	216013	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

•Develop curriculum •Conduct evaluation/research •Participate in collaborations that have a youth focus
 •Conduct educational workshops •Provide youth and volunteer training and development
 •Develop web sites

2. Brief description of the target audience

•Youth --- Grades K-12 •Volunteers •Public/Private School Teachers

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	15000	250000	250000	150000
Actual	100350	1414485	415950	460135

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
Plan	5	0	
Actual	5	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of new/revised curriculum topics

Year	Target	Actual
2010	5	2

Output #2

Output Measure

- Number of evaluations conducted of 4-H Youth Development programs, events and activities

Year	Target	Actual
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2010 25 30

Output #3

Output Measure

- Number involved in youth focused community collaborations

Year	Target	Actual
2010	4000	19303

Output #4

Output Measure

- Number of quality, educational workshops for youth audiences

Year	Target	Actual
2010	150	4990

Output #5

Output Measure

- Number of volunteer development opportunities

Year	Target	Actual
2010	100	1808

Output #6

Output Measure

- Number of camp counselors trained
Not reporting on this Output for this Annual Report

Output #7

Output Measure

- Number of volunteers participating in volunteer development opportunities
Not reporting on this Output for this Annual Report

Output #8

Output Measure

- Number of youth participating in Career Development Events
Not reporting on this Output for this Annual Report

Output #9

Output Measure

- Number of youth participating in educational workshops

Not reporting on this Output for this Annual Report

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of youth who increased knowledge of good character traits, goal setting, team work, communication techniques, decision making, and handling conflict
2	Number of 4-H youth who indicate they possess the skills to practice good character, to plan and organize community service activities, and have the skills to be actively engaged in local, state, and national issues
3	Number of youth at the culmination of their 4-H career who report life skills developed through the program, know how to set goals, work cooperatively in a team, communicate effectively, make decisions based on data and the opinions of others, honor individual differences and handle conflict.
4	Number of youth involved in community service activities
5	Number of volunteers who increase their understanding of life skill development, experiential learning, risk management, and group management.
6	Number of volunteers and Extension staff who report improved knowledge and skills in supporting, delivering, and/or managing quality positive youth development experiences and program planning for youth.

Outcome #1

1. Outcome Measures

Number of youth who increased knowledge of good character traits, goal setting, team work, communication techniques, decision making, and handling conflict

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	0	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

During the pre teen/early teen years, youth face many issues including peer pressure, assuming responsibility for one's own actions and assuming leadership roles.

What has been done

Programs have been developed to offer youth the opportunity to explore relationships with others and develop skills to assume leadership roles in club and organizational settings. 4 H Jr. Leader Programs that have as a primary target those youth enrolled in grades 8-12 have been designed to specifically target this age group and offer programs and experiences to build important interpersonal skills.

Results

5309 Indiana youth enrolled and participated in their local Jr. Leader program and activities. 36,140 youth indicated when surveyed that after concluding participation in specific 4 H educational programs they had increased their knowledge of good character traits, goal setting, teamwork, communication techniques, decision making, and handling conflict.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Number of 4-H youth who indicate they possess the skills to practice good character, to plan and organize community service activities, and have the skills to be actively engaged in local, state, and national issues

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	0	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth who develop decision making skills and positive personal character are more likely to cooperate and work well with others. Learning through team building skills allows youth to begin to recognize and identify needs, concerns and interests of others resulting in success when dealing with others.

What has been done

Programs were conducted in fifth grade classrooms to help students develop skills that prevent antisocial and high risk behaviors. Students are provided with experiences that help them to clarify their roles as citizens, develop decision making skills, interact with positive role models and explore ideas on issues that are relevant to their lives.

Results

6,255 participant evaluations using the Scale of Juvenile Legal Attitudes (pre post test) show that after the program, youth have a better attitude toward laws, law enforcement, the judicial system, and the idea that they must take personal responsibility to abide by laws and report unlawful acts. Additionally, classroom teachers report a positive change in general student attitude after completion.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

Number of youth at the culmination of their 4-H career who report life skills developed through the program, know how to set goals, work cooperatively in a team, communicate effectively, make decisions based on data and the opinions of others, honor individual differences and handle conflict.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

Number of youth involved in community service activities

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	4000	13042

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Learning how to contribute to society to make life better for oneself and others is a valuable life skill. Youth who volunteer are 50% less likely to abuse drugs, alcohol, cigarettes, or engage in destructive behavior (Search Institute, 1995). Youth who volunteer are also more likely to do well in school, graduate, vote, and be philanthropic (UCLA/Higher Education Research Institute, 1991).

What has been done

Indiana 4 H Youth are encouraged to become involved in community by learning to give back to others through community service activities. Activities range from supporting the Operation Military Kids Program by assembling and distributing Hero packs to the children of recently deployed National Guard and Army Reserve units, to conducting events in health care facilities, collecting canned goods for food pantries, providing assistance to community shelters, community beautification and recycling.

Results

Participating teens' presence and involvement in their local communities provides both service and encouragement to individuals who sometimes have difficulty fulfilling basic needs. Teens reported an increased awareness of the level of need in the local community as well as options for serving others. They also indicated they are able to "put a face on poverty" and developed a sense of pride in giving to others. 13,042 youth were directly involved in community service activities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Number of volunteers who increase their understanding of life skill development, experiential learning, risk management, and group management.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of volunteers and Extension staff who report improved knowledge and skills in supporting, delivering, and/or managing quality positive youth development experiences and program planning for youth.

Not Reporting on this Outcome Measure

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

{No Data Entered}

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)
- Time series (multiple points before and after program)
- Case Study
- Other (ongoing needs assessment)

Evaluation Results

{No Data Entered}

Key Items of Evaluation

{No Data Entered}