

V(A). Planned Program (Summary)

Program # 16

1. Name of the Planned Program

Enhancing Community Viability Through Youth Leadership

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%			
	Total	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	15.0	0.0	0.0	0.0
Actual	11.0	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	1890 Extension	Hatch	Evans-Allen
308880	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
313646	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 Leadership Roles - club, county council/committees, state council, collegiate; Leadership project; Youth Civic Leaders Summit; Extension Council Youth Leaders; Army Service Learning Toolkit; Public Adventures; CECH-UP; Global Education.

2. Brief description of the target audience

Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders), youth aged 8 - 19.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	1500	4000	10000	5000
Actual	9478	27605	24765	28897

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	0	0	
Actual	0	0	4

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth and adults in leadership roles for 4-H Clubs, Councils and Committees.

Year	Target	Actual
2010	2500	8555

Output #2

Output Measure

- Number of youth and adult partnership teams trained at workshops, conferences, summits.

Year	Target	Actual
2010	350	525

Output #3

Output Measure

- Number of community service grants awarded through the Missouri 4-H Foundation.

Year	Target	Actual
2010	60	19

Output #4

Output Measure

- Number of youth in civic leadership roles.

Year	Target	Actual
2010	30	7

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	12,000 youth will engage and complete 4-H leadership roles.
2	70% of the sample of 400 youth who have participated in state 4-H educational events or fulfilled leadership roles will report incorporating skills in other educational and/or leadership situations.

Outcome #1

1. Outcome Measures

12,000 youth will engage and complete 4-H leadership roles.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	12000	14712

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Missouri citizens expressed their concerns through the University of Missouri Extension Plan of Work process over the net social and economic loss due to the outward migration of youth from their communities. Communities want their youth to go on to higher education to gain knowledge, skills and experience but lament fewer youth are returning to their home communities to provide civic and economic leadership.

What has been done

Adult staff and volunteers facilitated youth ages 5 to 19 to learn through projects, camps, educational events and meaningful leadership roles about the importance and benefits of serving the community and being an engaged citizen. Program staff facilitated learning to help parents, caregivers, volunteer leaders and staff of other youth serving organizations to gain skills to promote youth and adult partnerships and to facilitate youth contribution through community service.

Results

246 youth, ages 14 to 18, completed either the Missouri 4-H Recognition Form, the Missouri 4-H Scholarship Form or applied to be a Regional Representative of the State 4-H Council. These youths indicate in writing what they have learned about leadership through their 4-H experience. They go on to indicate how they apply these skills at school and in other organizations they may belong.

Another 129 middle school youth complete a similar application in their quest to obtain a scholarship to the Missouri State 4-H Teen conference. Following is an example of a statement taken from the Missouri 4-H Recognition Form:

The 4-H concept I have learned is "do, reflect, apply" method. It is not enough to simply go through the program and reflect on what you have done, you have to directly apply those skills to

reap the full benefit.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

70% of the sample of 400 youth who have participated in state 4-H educational events or fulfilled leadership roles will report incorporating skills in other educational and/or leadership situations.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	300	440

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

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Results

Evaluation from one event - Youth Civic Leaders Summit.

130 participants completed a 4-H Life Skills Evaluation, which sought to measure changes in five life skill areas as a result of participation in the Summit. (On a scale of 1 to 4: 1=very low, 4=very high)

Life Skill Area/Average scores (1 = very low; 4 = very high)
Before the Summit(BS), After the Summit(AS), Change(C)
Decision making (think about consequences of decisions)-(BS)3.21, (AS)3.66, (C)+0.45
Communication (listen carefully to others; state thoughts, feelings, and ideas; settle disagreements in ways not hurtful)-(BS)3.10, (AS)3.57, (C)+0.48
Leadership (organize a group to reach its goal, use different leadership styles, get others to share in leadership)-(BS)2.91, (AS)3.57, (C)+0.66
Marketable skills (contribute as a team member, accept responsibility for a job)-(BS)3.47, (AS)3.75, (C)+0.28
Self-responsibility (understand importance of following through on commitments)-(BS)3.50, (AS)3.89, (C)+0.39
Overall-(BS)3.24, (AS)3.69, (C)+0.45

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

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 ability to provide volunteer training and educational experiences for youth is dependent on having a well educated, motivated local and state faculty and volunteers. Four vacancies in faculty and staff positions reduced the ability to provide program leadership for volunteers who work directly with youth.

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

1. Evaluation Studies Planned

- After Only (post program)
- During (during program)
- Case Study

Evaluation Results

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Missouri 4-H Members are twice more likely to have been on a college campus than their non-4-H peers. University of Missouri is by far the campus most frequently visited and 4-H is the second most reported reason to be on the University of Missouri Campus (Lerner, 2008). Being on a campus is a predictor of youth going on to higher education (Hoover, 2006).

- Missouri young people ages 5-18 participating in 4-H = 1 of every 10
- These students are more likely to go to college and enjoy
 - o increased financial success for themselves and their offspring
 - o be better consumers
 - o improve quality of life through more opportunities for leisure and hobbies
 - o improve health for themselves and their children (Porter, 2003)
- If 10% earn bachelor's degrees, their increased annual earnings will total \$210 million (2.1 million per individual) (Porter, 2003).
- Porter, K. (2003). *The Value of a College Degree*. Washington, D.C.: ERIC Clearinghouse on Higher Education.

Key Items of Evaluation

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