

V(A). Planned Program (Summary)

Program # 2

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
307	Animal Management Systems	5%			
801	Individual and Family Resource Management	5%			
802	Human Development and Family Well-Being	10%			
806	Youth Development	80%			
	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	14.0	0.0	0.0	0.0
Actual	11.4	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	1890 Extension	Hatch	Evans-Allen
315848	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
180958	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
 Provide/develop web based education and information access

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
 School administration and teachers
 Individuals who have access to property where meth can be made
 Youth who live on reservations and are between the ages of 9-21.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	4000	2500	12500	8500
Actual	4254	1234	16625	10646

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	2	0	
Actual	3	0	3

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Life Skill Development: Statewide, 10,000 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.

Year	Target	Actual
2010	21000	23332

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 within the 4-H program and at other times outside 4-H program.

Year	Target	Actual
2010	4000	4556

Output #3

Output Measure

- Methamphetamines: Provide materials and training on meth to retailers, store managers, homeowners, agricultural producers. Distribute 100 Tools for Schools Meth Prevention materials to school administrators/teachers. Distribute 500 Toolkits on Meth to tribal communities and non-tribal communities.
Not reporting on this Output for this Annual Report

Output #4

Output Measure

- JUNIOR AGRICULTURE LOAN PROGRAM: Approximately 8 reservation youth will apply for the Montana Department of Agriculture - Junior Ag Loan Program to borrow money to purchase livestock to start their own herd. They will receive the necessary training to complete the process.

Year	Target	Actual
2010	8	20

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	<p>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 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 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</p>
2	<p>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. 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. 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>
3	<p>METHAMPHETAMINES Percent of students who can identify the ingredients used to manufacture meth Percent of students who can identify the effects of taking meth Participants will become involved in community meth awareness and prevention outreach activities.</p>
4	<p>JUNIOR AGRICULTURE LOAN PROGRAM Youth will complete the finance and beef management trainings needed to complete the livestock loan application. Youth will make application to borrow money for the purchase of livestock so they can start or expand their herd.</p>

Outcome #1

1. Outcome Measures

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
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
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

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	21000	23332

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Montana youth need opportunities to develop life skills that supplement what they learn at home and at school. This is particularly true for people living in rural communities and those living in military settings. The 4-H program fills this need by engaging youth in projects while learning life skills like communication, decision making, critical thinking, leadership, responsibility, and workforce preparation. Currently, there is a big demand for skills in science, engineering and technology as the needs of our society and its workforce change. These areas have been identified as insufficient in the general US population.

What has been done

From over 300 projects, youth involved in 4-H can choose areas of interest and then become engaged in the hands-on learning process. In addition to the regular project offerings, youth who go to school at Pretty Eagle Catholic School on the Crow Indian Reservation, Little Big Horn College and 9 other counties participate in robotics projects, film-making opportunities, and GPS activities as a way to enhance their science, engineering and technology skills. Three counties participated in the first Lego League bringing teams to compete. During the past year, 1003 military families located at Malmstrom Air Force Base and 5 locations of the National Guard were involved in 4-H clubs.

Results

During the past year, 111 community members/educators of the military attended trainings on starting 4-H clubs, 390 HERO Packs were distributed to youth whose parents were deployed, 10 mobile technology labs were held, 21 youth attended Speak Out for Military Kids and 63 4-H clubs have youth enrolled with parents in the military. Evaluations indicate youth involved in film-making and robotic science curriculum have gained critical thinking and technology skills as well as fine motor, engineering, math and programming skills but little or no difference is evident in science/problem solving skills or community engagement. Because of their 4-H project experiences, 83% of 4-H teens surveyed feel it is important to complete a task to which they have committed themselves. Through camping experiences, 89% of youth campers accomplished something they couldn't do the first day, 69% learned about careers, 82% indicated campers taught each other, 91% improved skills in some activities.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

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. 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. 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.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	3000	4656

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are essential to the sustainability and growth of the 4-H program. To involve volunteers successfully, volunteer managers should be concerned with the identification, selection, orientation, training, utilization, recognition and evaluation of those volunteers. Additionally, youth and adult leadership development programs provide needed education for providing leadership to the program and ultimately, extend into the community, county and state.

What has been done

FUNDamentals of Positive Youth Development-Leaders College is the premier 4-H volunteer development training. It is focused on improving youth development programs including program approaches, experiential learning model, critical elements of 4-H programs, and ages and stages of youth development. Essential Elements of Positive Youth Development was an additional training program introduced in 2010. The 4-H leadership project and the 4-H Ambassador program are focused on leadership skills for youth.

Results

Leaders College participants evaluated program content and utility showing: 70% strongly agreed, 30% agreed that the information will be helpful in my role as a 4-H leader, 65% strongly agreed, 35% agreed that they feel like they will be a better 4-H leader as a result of the program; 68% strongly agreed, 30% agreed with the statement they intend to utilize this information in their role as a 4-H leader; and 72% strongly agreed, 28% agreed that this program was of educational value. An evaluation completed by 4-H Ambassadors indicates participants perceive their leadership skills have improved in communication, decision making, positional leadership, working with others and understanding self. Twenty eight teens/adults completed 3 trainings in the Essential Elements of Youth Development with results of: 64% who knew the key points in a caring relationship between a youth/adult compared to 16% at the beginning; 81% who could list practices/behaviors leading to an inclusive environment.

4. Associated Knowledge Areas

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development

Outcome #3

1. Outcome Measures

METHAMPHETAMINES Percent of students who can identify the ingredients used to manufacture meth
Percent of students who can identify the effects of taking meth
Participants will become involved in community meth awareness and prevention outreach activities.

Not Reporting on this Outcome Measure

Outcome #4

1. Outcome Measures

JUNIOR AGRICULTURE LOAN PROGRAM Youth will complete the finance and beef management trainings needed to complete the livestock loan application. Youth will make application to borrow money for the purchase of livestock so they can start or expand their herd.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	8	20

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is difficult for Native American youth to get started in the agricultural business. Families are unable to provide resources for the younger generation to purchase land or livestock to begin their own businesses. The Jr. Agriculture Loan Program provides limited resources to youth to purchase livestock through an application process. For many, this gives them a start in establishing a viable business.

What has been done

Loans were provided to 20 new youth. Youth receiving loans attend workshops focused on animal body condition scoring, animal production, and financial record keeping and statements. All participants are required to fill out and submit applications to the Montana Department of Agriculture Junior Agriculture Loan Program for their loans. They have individual consultations to establish a business plan, set goals, complete financial statements, establish recordkeeping systems and develop business agreements between parties when appropriate.

Results

Two of the 7 reservations in the state have active Jr. Ag Loan Programs. On the Blackfeet, there are currently 15 youth involved and 5 on the Ft. Belknap. Each has borrowed the maximum amount of \$8500 amounting to \$170,000. Over the past 18 yrs, 86 youth living on the Blackfeet reservation have borrowed \$570,000 to purchase 716 bred cattle. Over 70% of these youth used proceeds for college expenses and/or remain involved in agriculture. In 2010, one participant said that this program helped him to learn and understand the responsibilities that go along with the cattle business. As a graduate of MSU in Range Management and Ecology, this program helped him to set goals and achieve them. Going into college knowing that with education and experience in the cattle business, there would be a career that would enable him to help other cattle producers become more successful operators.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
801	Individual and Family Resource Management
806	Youth Development

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

There is a communication evaluation tool on the 4-H web site that lists life skills associated with 4-H projects and programs. Counties are asked to fill out the evaluation which in turn generates statewide impact data.

During 2010, a replicated ex post facto study was conducted to analyze the effects of

participation in the Montana 4-H Ambassador Program on 4-H Ambassadors' self-perceived leadership skills as measured by the Leadership Skills Inventory (LS) (Townsend & Carter, 1983). Ambassadors completed the retrospective pretest-post test format instrument which assessed their leadership skills as they perceived them prior to and after participation in the program. A repeated measure t-test revealed a statistically significant difference between the pretest and post test LSI scores for all participants.

The Leaders College was evaluated by using a 5 point Likert-type scale (strongly agree, agree, neutral, disagree, strongly disagree). In evaluations of knowledge levels reported by participants, repeated measures t-test demonstrate statistically significant differences in the before and after training knowledge levels of all participants in the areas of positive youth development, program approaches, experiential learning model, critical elements of the 4-H program and ages and stages of youth development.

A pre-post test in the robotics and filmmaking projects measured problem solving, community engagement, science skills, and technology skills. This test showed there was significant difference in critical thinking skills and technology skills. It also showed little or no significant difference in science/problem solving skills or community engagement.

Key Items of Evaluation