

V(A). Planned Program (Summary)

Program # 24

1. Name of the Planned Program

Preparing Youth for Success (Extension)

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%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

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

Year: 2010	Extension		Research	
	1862	1890	1862	1890
Plan	63.0	0.0	0.0	0.0
Actual	55.0	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
2818467	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2818467	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
- Face to face and virtual meetings
- Develop curriculum
- Provide training to professionals, volunteers and youth
- Media and web site creations

- Partnering with businesses and other organizations

2. Brief description of the target audience

Youth - infant through 18 years of age

Parents of youth

Volunteers working with youth audiences

Teachers/Educators working with youth audiences

Youth (with a special focus on new and underserved audiences); Families; Volunteers; Youth Development Professional Staff; and Community Leaders involved in subject specific areas.

V(E). Planned Program (Outputs)

1. Standard output measures

2010	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Plan	20000	0	200000	0
Actual	20949	0	251387	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
Plan	20	0	
Actual	1	0	1

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth enrolled/engaged in organized community 4-H clubs

Year	Target	Actual
2010	80000	77610

Output #2

Output Measure

- Number of youth enrolled/engaged in after school 4-H programs

Year	Target	Actual
2010	3000	831

Output #3

Output Measure

- Number of youth enrolled/ engaged in military 4-H clubs

Year	Target	Actual
2010	500	457

Output #4

Output Measure

- Number of youth participating in Special Interest and short term programs

Year	Target	Actual
2010	120000	128637

Output #5

Output Measure

- Number of youth participating in School Enrichment programs

Year	Target	Actual
2010	75000	82176

Output #6

Output Measure

- Number of youth participating in 4-H overnight camping programs

Year	Target	Actual
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2010 18000 18956

Output #7

Output Measure

- Number of youth participating in 4-H day camping programs

Year	Target	Actual
2010	30000	4664

Output #8

Output Measure

- Number of adult volunteers

Year	Target	Actual
2010	20000	20949

Output #9

Output Measure

- Number of teen volunteers

Year	Target	Actual
2010	7000	11914

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Increase understanding of decision making processes
2	Increase knowledge in educational topic being presented
3	Demonstrate decision making and problem solving skills
4	Practice improved basic life skills
5	Youth who have participated in 4-H programs possess transferrable workforce skills

Outcome #1

1. Outcome Measures

Increase understanding of decision making processes

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	48000	52640

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need to increase their understanding of decision making processes to become more productive citizens as adults.

What has been done

Volunteers who responded 19% Male/ 81% Female; Average Tenure as 4-H Advisor - 11 years; Averaged 11 club meetings/ year; 90% or more of clubs met monthly March thru July, 70%-89% met in February & August, 40%-50% met January, September and October, while less than 30% met November & December; Educational Delivery Methods employed by clubs included: Work nights (31%); Workshops / Clinics (59%); Skill-a-thon Kits (54%); Required Demonstrations by members (81%); Outside Speakers (59%); Subject Matter Volunteers (45%); Field Trips / Tours (56%); and Community Service (91%)

Results

When 4-H members were asked if they learned any Decision Making Skills through their 4-H club experience, the percentage of respondents who answered YES to the following Decision Making Skills is listed below: 90% - Think about what might happen because of the decision; 90% - Generate ideas for possible solutions before making a decision; 89% - Determine the best alternative and actually make the decision; 88% - Implement the decision; 86% - Gather background information that will help to make a decision; 85% - Evaluate the outcome of the decision; 79% - Make decisions without delaying too much (timely).

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #2

1. Outcome Measures

Increase knowledge in educational topic being presented

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	60000	65829

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need to increase their knowledge of educational topics to become more productive citizens as adults.

What has been done

Of the 4-H Members who responded: average age of youth respondent - 13.5; average years in 4-H - 4.9; 62% of the youth respondents held one of the seven 4-H club offices in 2010; 34% male and 66% female. Almost 47% of the projects taken by respondents were in the Animal Sciences. A little over 30% of the projects taken were in Clothing and Textiles, Creative and Leisure Arts or Food and Nutrition. Almost 7% were in STEM and over 5% Natural Resources

Results

When 4-H members were asked to rate the amount of project knowledge/ skills gained through 4-H on a four point scale where 1=NONE and 4=A LOT, the highest ratings were "Exhibiting the product(s) of a 4-H project"? and "Working on a 4-H project". Next were: "4-H project books and written 4-H materials" and then "One-on-one visits with an adult 4-H volunteer". The lowest rating was "Attending 4-H workshops/ clinics". However, all but the last were rated 3 or higher on a 4 point scale.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #3

1. Outcome Measures

Demonstrate decision making and problem solving skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	40000	52460

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need to demonstrate their decision making and problem solving skills to become more productive citizens as adults.

What has been done

4-H volunteers were asked to assess their club members' decision making/ problem solving skills and transferable workforce preparation skills. Youth were asked to assess basic life skills learned, decision-making/ problem solving skills learned, and project skills/ knowledge gained in 4-H. One hundred ninety-one (191) volunteers and 336 youth returned usable questionnaires. These results will be reported for the respondents and extrapolated to the 2010 Ohio 4-H community club members.

Results

When 4-H Club Advisors were asked to indicate about how many of your club's members can demonstrate decision making skills, on each of the seven decision making skills, 91%-96% of the respondents stated that half or more of their members demonstrated such skills. The highest rated skill was "Generate ideas for possible solutions before making a decision"? (96%) and the lowest was, "Implement the decision" (91%)

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #4

1. Outcome Measures

Practice improved basic life skills

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Youth who have participated in 4-H programs possess transferrable workforce skills

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Quantitative Target	Actual
2010	32000	37865

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need to possess transferable workforce skills to become more productive citizens as adults.

What has been done

4-H volunteers were asked to assess their club members' decision making/ problem solving skills and transferable workforce preparation skills. Youth were asked to assess basic life skills learned, decision-making/ problem solving skills learned, and project skills/ knowledge gained in 4-H. One hundred ninety-one (191) volunteers and 336 youth returned usable questionnaires. These results will be reported for the respondents and extrapolated to the 2010 Ohio 4-H community club members.

Results

4-H Club Advisors were asked how many club members demonstrated transferable workforce skills, 92%-99% of the respondents stated that half or more of their members demonstrated such skills. The highest was, "Display positive attitudes" (99%); the lowest was, "Demonstrate self-motivation" (92%). Other workforce skills members achieved: Use time wisely (94%); Meet scheduled deadlines (95%); Demonstrate responsibility (96%); Are team players (97%); Acquire and apply new knowledge (97%); Are able to share information they have learned with others (98%); and Are respectful (98%)

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes

Brief Explanation

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

1. Evaluation Studies Planned

- After Only (post program)

Evaluation Results

To assess the impact of Ohio 4-H community 4-H clubs, a survey was completed in the fall of 2010. Eighteen counties were randomly selected, and from each county, five 4-H clubs were randomly selected. All 4-H volunteers and 4-H members in these 4-H clubs received either a printed or web-based questionnaire. 4-H volunteers were asked to assess their club members' decision making/ problem solving skills and transferable workforce preparation skills. Youth were asked to assess basic life skills learned, decision-making/ problem solving skills learned, and project skills/ knowledge gained in 4-H. One hundred ninety-one (191) volunteers and 336 youth returned usable questionnaires. These results will be reported for the respondents and extrapolated to the 2010 Ohio 4-H community club members. Of the Volunteers who responded 19% Male and 81% Female; Average Tenure as 4-H Advisor =11 years; Averaged 11 club meetings per year. 90% or more of clubs met monthly March through July, 70%-89% met in February and August, 40%-50% met January, September and October, while less than 30% met November and December; Educational Delivery Methods employed by clubs included: Work nights (31%); Workshops / Clinics

(59%); Skill-a-thon Kits (54%); Required Demonstrations by members (81%); Outside Speakers (59%); Subject Matter Volunteers (45%); Field Trips / Tours (56%); and Community Service (91%)
Of the 4-H Members who responded ; average age of youth respondent =13.5; average years in 4-H = 4.9; 62% of the youth respondents held one of the seven 4-H club offices in 2010; 34% male and 66% female. Almost 47% of the projects taken by respondents were in the Animal Sciences. A little over 30% of the projects taken were in Clothing and Textiles, Creative and Leisure Arts or Food and Nutrition. Almost 7% were in STEM and over 5% Natural Resources

Key Items of Evaluation

I. When 4-H members were asked if they learned any Decision Making Skills through their 4-H club experience, the percentage of respondents who answered YES to the following Decision Making Skills is listed below: 90% - Think about what might happen because of the decision; 90% - Generate ideas for possible solutions before making a decision; 89% - Determine the best alternative and actually make the decision

II. When 4-H members were asked to rate the amount of project knowledge/ skills gained through 4-H on a four point scale where 1=NONE and 4=A LOT, the highest ratings were "Exhibiting the product(s) of a 4-H project"? and "Working on a 4-H project"?. Next were: "4-H project books and written 4-H materials" and then "One-on-one visits with an adult 4-H volunteer"?. The lowest rating was "Attending 4-H workshops/ clinics"?. However, all but the last were rated 3 or higher on a 4 point scale.

III. When 4-H Club Advisors were asked to indicate about how many of your club's members can demonstrate decision making skills, on each of the seven decision making skills, 91%-96% of the respondents stated that half or more of their members demonstrated such skills. The highest rated skill was "Generate ideas for possible solutions before making a decision"? (96%) and the lowest was, "Implement the decision"? (91%)

IV. When 4-H members were asked if they learned any Basic Life Skills through their 4-H club experience, the percentage who responded YES is indicated for each life skill: 96% - Understand it is important to follow through on commitments have made; 96% - Have control over my own personal goals/future; 95% - Work/play with people who are different from me; 94% - Use my time wisely; 94% - Take care of my personal belongings; 94% - Listen carefully to what others say

V. 92%-99% of the 4-H Advisors stated that half or more of their members demonstrated skills: "Display positive attitudes"? (99%) and the lowest was, "Demonstrate self-motivation"? (92%). Other transferable workforce skills for which volunteer respondents stated more than half their members achieved included: Use time wisely (94%); Meet scheduled deadlines (95%); Demonstrate responsibility (96%); Are team players (97%); Acquire and apply new knowledge (97%); Are able to share information they have learned with others (98%); and Are respectful (98%).