

V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program

Family Youth and Communities

Reporting on this Program

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
205	Plant Management Systems	4%		0%	
307	Animal Management Systems	4%		0%	
724	Healthy Lifestyle	14%		0%	
801	Individual and Family Resource Management	4%		0%	
802	Human Development and Family Well-Being	18%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	4%		0%	
806	Youth Development	52%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	33.8	0.0	1.0	0.0
Actual Paid Professional	9.1	0.0	0.0	0.0
Actual Volunteer	300.0	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
658609	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
658609	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1102352	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

We have approximately 60 ongoing extension programs at the University of Connecticut that address components of family, youth and communities. These programs focus their efforts on helping create safe, healthy, well-educated children, teens and families. In this reporting period, over 17,000 youth participated in and learned new skills relating to 4-H science experiments or the environment. Of those participating, approximately 10,000 report they gained skills and increased knowledge in one or more of the 4-H program emphasis areas relating to science. Two highlights of our youth programs are the 4-H STEM and 4-H Leadership and Citizenship programs.

4-H STEM covers a wide range of engaging subjects that are planned to draw youth into exploring science in a fun and motivating way. Improving nutrition and decreasing obesity through Wii™ and other action oriented activities have helped young people understand STEM not only for their current wellbeing but for career exploration as well. The CT 4-H robotics program begins with after school Lego robotics groups, and often progresses to learning to assemble NXT robots to perform specific tasks. This evolved into obtaining grants (\$75,000 total) to establish eight 4-H robotics teams at the high school level. Animal science programming encourages youth to understand genetics and genomics by learning more about sire analysis and at the terminal end of their project, increasing their awareness of product integrity and food safety.

4-H Leadership and Citizenship delves into the soft sciences of youth development to help youth learn to make good decisions, develop leadership and citizenship skills while improving self confidence. We strive to provide youth with the support and positive experiences needed to grow to their fullest capacity and to become productive adult citizens. Research has shown that caring adults play an absolutely essential role in the healthy development of youth. Older youth take an active part in the planning, implementation and evaluation of the programs in which they participate. More specifically, citizenship education allows youth to learn and practice citizenship skills with the goal of being better able to network and feel comfortable engaging in community activity. The 4-H program strongly encourages participation in some type of community service by all members. This involvement in "helping others" promotes a sense of caring and commitment as well as providing their communities with additional resources.

2. Brief description of the target audience

Youth, school personnel and families, youth serving agencies and organizations; community organizations and agencies. Volunteers involved with youth and adults.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	64370	632395	58541	153619

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

Patent Applications Submitted

Year: 2012

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2012	Extension	Research	Total
Actual	17	0	17

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- New or updated webpage(s).

Year	Actual
2012	1351

Output #2

Output Measure

- Volunteer training conferences or sessions hosted or conducted.

Year	Actual
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2012 218

Output #3

Output Measure

- Fact sheets, bulletins and newsletters written or edited

Year	Actual
2012	19171

Output #4

Output Measure

- After-school programs [sites] conducted or organized.

Year	Actual
2012	351

Output #5

Output Measure

- Undergraduate and Graduate Students Supervised

Year	Actual
2012	49

Output #6

Output Measure

- Individual Consultations

Year	Actual
2012	335318

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Number of 4-H sponsored community service projects completed by youth.
2	Number of youth indicating increased knowledge and skills in one or more of nine 4-H program emphasis areas.
3	Increased exploration of career opportunities by participating youth (number of youth)
4	Increased knowledge of leadership skills by adult volunteers working with youth (% change)
5	Increased, new, active collaborative partnerships with other organizations, agencies, etc.
6	Number of consumers indicating new or confirmed knowledge of recommended consumer practices.

Outcome #1

1. Outcome Measures

Number of 4-H sponsored community service projects completed by youth.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	7663

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth development is important to help youth learn to make good decisions, learn leadership and citizenship skills while improving self confidence, which contributes to a prosperous and productive society.

What has been done

The 4-H Leadership and Citizenship programs provided youth with the supports and positive experiences needed to grow to practice positive citizenship skills. The program encourages community service through individual and club projects. Each of the 323 4-H Clubs in CT provided a positive impact on their community through community service projects. In addition, community service teaches job skills, provides career experiences, and encourages personal growth.

Results

Based on 4-H year-end club summaries, thousands of hours were dedicated by volunteers. Member, parents and other volunteers participated in community food bank collections, holiday meal donations, blood drives, roadside and beach clean-ups and funding raising for the Wounded Warriors project.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

Outcome #2

1. Outcome Measures

Number of youth indicating increased knowledge and skills in one or more of nine 4-H program emphasis areas.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Increased exploration of career opportunities by participating youth (number of youth)

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	3600

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is an increase interest in attracting students into the fields of science, technology, engineering and mathematics, also known as STEM. According to the U.S. Department of Commerce's Economics and Statistics Administration, over the past decade the number of STEM jobs grew three times faster than non-STEM jobs, and STEM workers earn 26 percent more than their non-STEM counterparts.

What has been done

The 4-H STEM program engages young people in science, technology, engineering and math by providing program opportunities and career exploration in computer technology, nutritional science, math and on-campus college events. In addition, the 4-H STEM program has engaged high school teens who would not have otherwise considered joining 4-H because of their interest in 4-H science programming.

Results

4-H STEM engaged high school teens who would not have considered joining 4-H, to become members of Connecticut 4-H through 4-H/FIRST robotics teams. There are currently 12 active 4-H robotics teams. Youth members also participate at local 4-H fairs, assist with LEGO NXT

robotics trainings, attend the UCONN Cornucopia event and other related 4-H/College festivals and activities. In addition, many elementary and middle school level 4-H LEGO robotics clubs and teams have been formed and are active throughout the state. In July of 2012, 299 youth were reported to be engaged in 4-H robotics clubs and teams. Also 4-H STEM participants demonstrated a greater knowledge of renewable energy options and its possible applications as suitable alternatives to fossil fuels.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Increased knowledge of leadership skills by adult volunteers working with youth (% change)

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Increased, new, active collaborative partnerships with other organizations, agencies, etc.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Number of consumers indicating new or confirmed knowledge of recommended consumer practices.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Competing Programmatic Challenges

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Through a variety of evaluation tools including pre-testing, time series and post-testing Extension Educators surveyed participants utilizing both written and internet based methods. Participants reported changed in attitude and increased knowledge following completion of programs.

Key Items of Evaluation

Activities that engaged continual evaluation and feedback from participants and stakeholders were motivating factors in obtaining desired feedback. Team leaders were asked to review processes for educational value to ensure planned programs were being followed and that programs remained significant and relevant.