

**V(A). Planned Program (Summary)**

**Program # 4**

**1. Name of the Planned Program**

Develop Responsible and Productive Youth Through 4-H and Other Youth Programs

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
806	Youth Development	100%	100%	0%	
	<b>Total</b>	100%	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	60.0	3.0	0.0	0.0
Actual Paid Professional	93.1	3.8	0.0	0.0
Actual Volunteer	0.0	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
1020387	335284	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
10203870	335284	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

**Life skills developed in youth through subject matter experience**

Youth participate in at least 6 hours of learning 4-H subject matter during the year through 4-H club

projects, classroom, afterschool or camping experiences.

4-H Youth participate in beyond Club/ Classroom Experiences such as residential camp, leadership trainings, workshops and experiences, day camps, and structured educational events / activities.

Additional educational methods include: camp counselor training, judging/exhibit workshops, training clinics, youth leadership council, demonstration/project portfolio workshops, recognition programs, community service projects, and county fair experiences.

#### **Organizational strategies and learning environment for youth programs**

##### **4-H Clubs:**

1. Training volunteers on elements that contribute to club charter, risk management, affirmative action compliance, quality programming, fiscal management, etc.
2. Quality management of chartering process
3. Training clubs to demonstrate excellent in recognition standards, marketing, and community service.

##### **4-H In the Classroom:**

1. Classroom teachers and/or volunteers are trained and receive curriculum and training to teach students in subject matter area.
2. Students learn 4-H subject matter area during the school year.
3. 4-H marketing materials on subject matter areas & other delivery systems are created and distributed to teachers and students.

##### **4-H Residential / Day Camping:**

1. Camp committees plan, implement, and evaluate quality camp experiences focused on subject matter and life skill development.
2. Teens will actively participate in and complete 24 hours of Camp Counselor training
3. Subject matter presentations will be delivered/experienced at residential and day camps.

##### **Advisory Committees**

1. Community networking for membership. Needs assessment. Handbook development, training in youth program organization.
2. Training of committee members throughout the year. Follow-up and support for members with focused responsibilities.

##### **Expansion and Review Committee:**

1. Utilize personal and ethnic marketing strategies to reach underserved audiences.
2. Committee training for member which outlines the function of the committee.
3. Agent training to assist agents in developing this committee.

##### **Volunteer Development::**

- Written position description will be completed.
- Workshops and activities will be completed related to child protection
- Orientation and training workshops and seminars will cover topics in youth development, organizational culture and strategies, recognition, youth project study areas, access & equity, youth program development, and partnerships
- Field and office consultations will be planned for volunteers with expanded roles.
- Project training workshops/seminars will be held.
- Volunteers will be sustained, supported, and recognized for their work.

## **2. Brief description of the target audience**

- Youth ages 5-18 enrolled in Florida 4-H programs
- Adult and youth volunteers in the 4-H program
- Florida families with youth enrolled in the 4-H program between the ages of 5 and 18
- Parents and grandparents of youth ages 5-18 in the 4-H program

- Teens (14-18) in the 4-H program
- Adults interested in engaging in positive youth development

**3. How was eXtension used?**

eXtension use was not reported for 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	0	0	872374	2991979

**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	13	0	13

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- {No Data Entered}

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Change in Knowledge Life Skills Developed in Youth Through Subject Matter Experiences
2	Change in Behavior Life Skills Developed in Youth Through Subject Matter Experiences
3	Change in Condition Life Skills Developed in Youth Through Subject Matter Experiences
4	Change in Knowledge Organizational Strategies and Learning Environments for Youth Programs
5	Change in Behavior Organizational Strategies and Learning Environments for Youth Programs
6	Change in Condition Organizational Strategies and Learning Environments for Youth Programs
7	Change in Knowledge Volunteer Development and Systems to Support Youth
8	Change in Behavior Volunteer Development and Systems to Support Youth
9	Change in Condition Volunteer Development and Systems to Support Youth

## **Outcome #1**

### **1. Outcome Measures**

Change in Knowledge Life Skills Developed in Youth Through Subject Matter Experiences

### **2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	116908

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

One hundred and forty seven 4-H youth participated in the National Youth Science Experiment in 2012 in two countries.

#### **What has been done**

88% (n=34) believed that the experiment made them more interested in science.

67% (n=34) of the youth surveyed stated that the experiment helped them ?some or a lot? ? to learn how to use science to solve problems.

88% (n=34) of the youth surveyed stated that the experiment helped them ?some or a lot? ? to like science more.

64% (n=34) of the youth surveyed stated that the experiment helped them ?some or a lot? ? to want to learn more about science.

44% (n=34) of the youth surveyed stated that the experiment helped them ?some or a lot? ? to want to become a scientist.

#### **Results**

IMPACT: In 2012, Florida?s Governor Rick Scott challenged Florida Universities to produce more graduates in the science and technology fields. Research by Dr. Robert Tai suggests that student

interest in science by grade eight is a more accurate predictor of whether or not they will pursue a science related career than their academic performance in science related subjects. Furthermore, Dr. Tao's research suggests that a non-formal science education is more likely to increase student's aspiration towards science-related degrees and career choices. The National Youth Science Day experiment is a prime example of a non-formal educational 4-H activity where 88% of the participants believed that the experiment made them more interested in science.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

Change in Behavior Life Skills Developed in Youth Through Subject Matter Experiences

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	53712

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Success Story: The area of life skills in 4-H youth is a large area of responsibility. There are several youth, who in the past year have taken that meaning of learning life skills to a new level, with one youth in particular.

###### **What has been done**

This youth in the County 4-H Program started the 2011 - 2012 4-H year as a shy, soft-spoken teenager. The individual was taken to her first overnight weekend event in January with two other club members. This young teenager was very distraught over the episode and upset she was homesick for her family. The other two club members took that young teenager and encouraged her to explore and participate in the weekend's events and meet new friends. After watching this group of teenagers interact with others during this weekend-long event, they left happy, full of ideas, and with new contacts throughout the state was an excellent observation of life skills being

learned.

**Results**

The once homesick teenager has taken that new found self-worth, responsibility and respect for others and went on to attend Congress and Legislature Week alone this past summer. This teenager has also stepped up within her club to become the new secretary and now encourages the younger members to expand out of their comfort zones. Within the county-level, this youth has become the ambassador for what life skills can be learned through 4-H and how they can help a person become a better, informed citizen. This youth has also taken the next step in 4-H and joined the 4-H State Executive Board and represents our County.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #3**

**1. Outcome Measures**

Change in Condition Life Skills Developed in Youth Through Subject Matter Experiences

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	27301

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

75% of community club members will develop leadership skills by teaching and helping others, participating in community club meetings and activities, by holding offices in their respective clubs, and/or participating in County and District Council as evidenced by attendance records and an ex post facto survey.

**What has been done**

**Outcomes:**

There were 288 youth enrolled in Alachua County 4-H in 2012. Each club (n=15) elected club officers and participated in community service projects. The average attendance record for clubs was 63%. 4-H?ers reported they liked being part of a club because they were able to meet others their age and to do 4-H project together. County Council was represented by 6 clubs with an average of 29 members per meeting. No youth participated on District Council.

**Results**

100% (n=15) elected 4-H Club officers. 4-H members who held office reported an increase in parliamentary procedures and leadership skills. 4-H club officers preside over club meetings, plan and implement club educational programs and community service projects. The 4-H Agent conducted club officer training for two clubs, where participants demonstrated and increase in parliamentary procedures and demonstrated leadership skills by conducting mock meetings.

**Impact:**

Astroth (1996) explains that 4-H clubs are effective in helping youth develop critical life skills such as decision-making, responsibility, interpersonal skills, a service ethic, and social skills, as well as emphasizing developing practical and technical skills. Trained volunteers work with club members to help them achieve goals, increase and enhance life skills, and become productive and positive citizens.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #4**

**1. Outcome Measures**

Change in Knowledge Organizational Strategies and Learning Environments for Youth Programs

Not Reporting on this Outcome Measure

**Outcome #5**

**1. Outcome Measures**

Change in Behavior Organizational Strategies and Learning Environments for Youth Programs

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	11099

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

FAMU:

\* In Leon County, Post club evaluations reflected 80% of 4-H youth(n=93) in clubs gained skills in leadership, communication, and teamwork as a direct result of 37 4-H club leaders receiving their official club charter empowering them to function as a 4-H Club.

**What has been done**

\* Results of all completed paperwork and regular attendance at leader training sessions shows 100% of all 13 Leon County club leaders and co-leaders have been screened and trained in 4-H program policy and procedures

\* Testimonials from 85% of 64 youth that received officer training stated they gained skills in self-responsibility, personal competencies, and respect and consideration for others. These skills are part of 4-H Essential Elements needed for youth to become productive citizens.

\* Results from evaluations from 11 teens that served on banquet planning committee reflected an 87% increase in planning and coordinating an activity. 90% reported these skills have helped them in school assignments and have helped them in following through with class projects.

**Impact**

As a result of completing the Leon County 4-H club chartering process, 24 clubs are recognized as official 4-H Clubs and are legally authorized to use the 4-H name and emblem. This also allows donors to make tax deductible donations and contributions to the 4-H program and receive proper credit

**Results**

\* Testimonials by 7 minority club leaders increased their knowledge by 95% of 4-H opportunities, mission of 4-H, how to enroll as a leader, and what resources are available for 4-H clubs.

\* Testimonials by 5 minority club leaders reported 68 minority youth developed positive relationships with each other and avoided risky behaviors as a result of them signing up and becoming active members of Leon County 4-H Clubs.

\* Fifty percent of Florida A&M Students students(n=42) are interested in pursuing a career in extension as a result of presentation by agent and serving as a volunteer at 4-H events.

## Impact

As a result of classroom orientations with Florida A&M animal science students, 42 college students served as group leaders for 4-H agricultural judging during the North Florida Fair. Program Impacts of Organizational Strategies in Leon County Youth

Due to 4-H clubs being chartered over 90 4-H club members were provided a safe environment to grow and be successful.

As a direct result of five chaperones completing the newly required Florida 4-H Chaperone Certification in 2012 99 4-H youth were kept safe while enjoying the outdoors during our annual residential camp.

Volunteers in underserved areas in Leon County have served as a caring adult for over 65 youth who had limited access to 4-H programs, activities and events. These youth have also avoided those risky behaviors associated with juvenile delinquency and have remained actively involved with 4-H which research shows will help them become positive contributors in their respective community.

As a result of active 4-H participation and dedicated volunteers, over 95 minority youth developed positive relationships with their club or project leaders and avoided risky behaviors.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #6

#### 1. Outcome Measures

Change in Condition Organizational Strategies and Learning Environments for Youth Programs

#### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

#### 3a. Outcome Type:

Change in Condition Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2012	1721

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

As a result of marketing efforts in 2012,

#### What has been done

- \* One new 4-H club has been established
- \* A total of twelve new business partnerships have been established which have resulted in \$4,458.59 in additional in-kind support
- \* The Calhoun County 4-H Learning Gardens have been established giving youth two acres to learn in as opposed to the small container garden they were limited to previously
  
- \* As a result of increased recruiting efforts targeted at minority groups one new club leader from a minority community has been screened and co-leads a project club

#### Results

Impact - The increased marketing efforts of Calhoun County 4-H has not only resulted in an increase of financial resources, but has built a network of support among local business, community leaders, and families. This network of support has been the key to establishing a more visible face of the 4-H program helping to accrue financial and volunteer resources from a wider audience base, and expand the scope of 4-H to larger and more varied audiences. Additionally, it has proven to promote an image of pride and excellence in Calhoun County 4-H, which in itself instills confidence in the program among target audiences.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #7

##### 1. Outcome Measures

Change in Knowledge Volunteer Development and Systems to Support Youth

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2012	7741

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Training for 4-H volunteers is important for both success and sustainability.

#### What has been done

In Hillsborough County 100% of 36 adult 4-H community club leaders attended educational workshops throughout the 4-H year that taught and reinforced the need to provide safe and secure environments, proper risk management assessments and techniques and how to apply the experiential learning model to the youth in Hillsborough County 4-H.

#### Results

Impact: Young people need safe, structured places to learn and links to basic services that, if absent, can prevent them from learning and functioning within our society. (National Research Council, 2002). The features of positive developmental settings and characteristics of successful positive youth development are: Physical and Psychological Safety - Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions. Appropriate Structure - Limit setting, clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring. Supportive Relationships - Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, responsiveness. Opportunities to Belong - Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence. (Leffert, Ph.D. et al., 1996).

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #8

##### 1. Outcome Measures

Change in Behavior Volunteer Development and Systems to Support Youth

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	4779

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The Florida-Friendly 4-H program was started in 2012. The goal of the program was to teach youth entomology and horticulture.

**What has been done**

Entomology activities were conducted by Florida Yards and Neighborhoods agent, Jim Davis. Activities include insect identification, classification, collecting techniques, internal and external morphology, curation, pinning and dissection. Horticulture activities were conducted by Florida-Friendly Landscaping agent, Lloyd Singleton. Activities include plant identification, greenhouse maintenance and water conservation.

**Results**

This first-year program was a success. 100% of the youth attending the Florida-Friendly 4-H correctly labeled the external anatomy of insects as measured by a written exam. 100% of the youth attending the Florida-Friendly 4-H correctly pinned and curated insects from their collections. 100% of the students also learned different collecting techniques to collect insect specimens for their collection. Students attending the Florida-Friendly 4-H club expressed what they learned throughout the year.

?Florida-Friendly 4-H was based on Horticulture and Entomology. Catching bugs with Mr. Jim was so much fun. It was my favorite part of the whole year. He also taught us how to pin bugs. I enjoyed that too! Mr. Jim taught me so much about Entomology. Mr. Jim and Mr. Lloyd have taught me so many things. Mr. Jim showed us insects to stay away from and good insects. ?  
?Ants were ant and moths were moths, well to me they were. At least until Mr. Jim told us about all the different kinds.??

?Friendly 4-H has taught me many things. My knowledge about Entomology has increased, but I still wish for more.??

Students involvement in both Entomology and Horticulture in the Florida-Friendly 4-H will gain useful skills, preparing them for advanced education. Skills such as learning the scientific method, reporting, observing, documenting, researching and reading were all skills that were reinforced and taught using a format that was fun, interactive and captivating for the youth.

**4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**  
806            Youth Development

### **Outcome #9**

#### **1. Outcome Measures**

Change in Condition Volunteer Development and Systems to Support 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**

Florida is still being heavily impacted by the economic situation. Higher Education in Florida has lost more than 50% of state funding and has been impacted by other losses caused indirectly by the economic down turn. Issues related to Medicaid are also expected to impact us heavily. Changes in state, county and federal appropriations can also affect the outcomes related to youth. Because of limited resources in Florida and continuing devolution youth programs can always be affected by changing public and governmental priorities. These can include appropriations. Natural and national disasters can also affect the number of volunteers available to work with youth.

Florida is a state located in the tropics. Natural disasters such as tropical storms and hurricanes are common annual occurrences in this state. Severe weather conditions such as droughts frequently led to large-scale fires. We also have other weather extremes such as floods leading to large scale damage especially along the coastal regions. All of these can have a direct and indirect impact on youth programs.

#### **V(I). Planned Program (Evaluation Studies)**

##### **Evaluation Results**

Florida 4-H is an important part of the Extension mission and programs are offered statewide that improve life skills for youth that lead to well-prepared adults and citizens. Florida develops programs through strong organizational strategies and learning environments that meet the needs of youth. Extension trains thousands of volunteer leaders who assist in making 4-H an experience with life long effects.

In 2012 4-H was one of the largest youth development programs in Florida with more than 222,00 youth involved ages 5-18 and over 15,000 youth and adult volunteers. 4-H is focusing on Science, Technology, Engineering and Math (STEM), healthy life styles and citizenship and leadership to prepare youth in Florida for future jobs and improved quality of life. The top 5 programs youth enrolled in during 2012 was communication and expressive arts, Ag in the classroom, environmental sciences, animals and biological sciences.

More than 136,684 youth and volunteers were surveyed who said they increased their knowledge in areas related to the development of responsible and productive youth. 116,908 were youth who said they increase knowledge related to life skills including areas related to STEM. 53,712 of these youth made positive changes in their lives. 27,301 made changes that had much broader impact on their communities and schools. Volunteers and other adults involved in 4-H were also surveyed. 12,035 increased their knowledge in organizational strategies and learning environments related to youth programs. 11,009 made changes that improved strategies and learning environments and 1,721 of those surveyed made changes that impacted their clubs, summer camps and other activities as well as their communities. 7741 Volunteers who were surveyed said they gained knowledge through volunteer development programs and other systems that support youth. 4,770 made behavioral changes based on their training and 3,019 made changes that had broad impacts on their clubs and activities within their communities.

Florida 4-H is also working hard to improve the diversity of youth in 4-H programs. In 2012 41,466 of youth reached were hispanic, 1,313 were American Indian, 3765 were of Asian descent, 40,374 were African American, 368 were Pacific Islander, 162,389 were white and 9,749 listed themselves as other. Florida youth attended 4-H in both urban and rural areas. In cities of over 50,000 over 49,900 youth were involved in 4-H programs. In city suburbs more than 37,300 youth were active. In towns under populations of 50,000 more than 72,500 youth were engaged. In towns of under 10,000 over 44,500 youth attended 4-H activities and clubs. In rural farm areas 13,684 youth were involved.

additional information on 4-H youth statistics can be found at [http://florida4h.org/about1/impact/Statistical\\_Snapshot\\_2011-2012.pdf](http://florida4h.org/about1/impact/Statistical_Snapshot_2011-2012.pdf)

## Key Items of Evaluation

Since 2008, 4-H Operation: Military Kids has held 19 camps for military youth in Florida. reaching 2,350 military youth. Camps special for children of deployed and active armed forces have opportunity to connect with other "like" military kids, be in a safe, supportive environment that includes youth mental health counselors as well. Camps have a mobile tech lab and parents can send messages and visit the camps private website with daily pictures of activities. The camps are so popular, in 2012 Camp Ocala was full 130 youth in less than 24 hours! All other camps were SOLD OUT within a week! the blend of 4-H camp facilities, OMK programs, and the support of American Legion (state-wide) and the Florida National Guard has made this opportunity happen for our youth. Not only have youth been affected by our camps, Florida 4-H Foundation, Camp Department has received significant funds over the 5 years to profit from this partnership. We do not have enough weeks to offer more camps - but we know we could fill at least one more camp in Ocala. The outcome of this success is the successful partnerships, change in increasing support from community and military and connecting youth to others for support and friendship.