

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

**Program # 10**

**1. Name of the Planned Program**

Youth Life Skill Development

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
134	Outdoor Recreation	5%	0%	0%	0%
135	Aquatic and Terrestrial Wildlife	8%	0%	0%	0%
136	Conservation of Biological Diversity	1%	0%	0%	0%
206	Basic Plant Biology	1%	0%	0%	0%
214	Vertebrates, Mollusks, and Other Pests Affecting Plants	4%	0%	0%	0%
307	Animal Management Systems	8%	0%	0%	0%
315	Animal Welfare/Well-Being and Protection	16%	0%	0%	0%
608	Community Resource Planning and Development	4%	20%	0%	0%
802	Human Development and Family Well-Being	4%	0%	0%	0%
806	Youth Development	49%	80%	0%	0%
	<b>Total</b>	100%	100%	0%	0%

**V(C). Planned Program (Inputs)**

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	4.4	1.0	0.0	0.0
Actual Paid Professional	3.0	1.0	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
531794	350474	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
0	0	0	0

## V(D). Planned Program (Activity)

### 1. Brief description of the Activity

The 4-H staff facilitated 21 4-H Science Meeting Sessions, 21 4-H Leadership/Citizenship Meetings Sessions, 21 Healthy Living Meeting Sessions and 15 4-H Entrepreneurship/Workforce preparation Meetings Sessions. Monthly 4-H Club Meetings focused on the areas of Science, Healthy Living, Entrepreneurship and Leadership/Citizenship.

4-H faculty members continue to develop and support educational opportunities including individual learning projects, animal projects, entrepreneurship clubs, science clubs, environmental clubs and product evaluation/judging activities.

Youths fed and managed livestock and demonstrated their skills at shows held for cattle, swine, sheep and goats. This program continues to be successful and have impact on our youth. Studies were conducted to determine the relationship between weight, age, average daily gains (ADG) and placing in a commercial dairy heifer's performance, as well as to determine if these heifers are being grown according to industry guidelines.

The Georgia Youth Summit is a biannual event and was held once again with representation from across the state. The Leadership in Action Program was also held. Participation in Leadership in Action increased as additional programs were offered. Six youth were selected to attend the National 4-H Conference.

The 4-H Ambassador program trained youth and adult partners in Health Rocks, Operation Military Kids, Science, Engineering & Technology and Global Awareness. The Ambassadors completed one year of activities in which they shared information learned from training. Through the Operation Military Kids program, youth have been trained to lead programs for military families. Additionally, training through Community of Opportunities has been offered in order to plan and conduct community programs in service regions in South Georgia.

In addition, Environmental Education, State Horse Show, Hippology, Judging Contest, Horse School and Quiz Bowl were all offered for 4-H members.

### 2. Brief description of the target audience

The target audience for this planned program includes two groups. County agents and volunteers will be targeted to multiply the efforts of faculty associated with this program. In many cases, faculty will have direct contact with the youth.

All Georgia youth from Kindergarten through college are targeted for life skill development programs. The in-school club program will target 5<sup>th</sup> through 8<sup>th</sup> grades. Different activities within the program will target different ages.

Many programs identify more specific audiences. An example of these would be programs that target youth of military families or programs that target audiences at risk. Some programs target low-income and limited resource families.

### 3. How was eXtension used?

The Youth Life Skill Development planned program has faculty serving as leaders and/or active members in one public **eXtension** Communities of Practice. Our faculty utilized Ask an Expert Widgets and offered various resources for the public.

The number of individuals with **eXtension** IDs has continued to grow. Current membership for UGA is 524; State of Georgia membership is 605.

There are 32 active Experts from Georgia on Ask an Expert, with 13 widgets on Georgia sites. There were 558 questions answered by UGA.

There are 150 members of Community of Practice in 46 of the 69 approved communities. (Up from 125 members in 59 communities in 2011)

### V(E). Planned Program (Outputs)

#### 1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	8042	1963	12400	6876

#### 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
<b>Actual</b>	10	0	0

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

**Output Target**

**Output #1**

**Output Measure**

- Number of educational contact hours generated from formal educational programs presented to county extension agents by state faculty directly associated with this planned program.

<b>Year</b>	<b>Actual</b>
2012	286

**Output #2**

**Output Measure**

- Number of educational contact hours generated from formal educational programs presented directly to clientele by state faculty directly associated with this planned program.

<b>Year</b>	<b>Actual</b>
2012	21793

**Output #3**

**Output Measure**

- Number of significant publications including articles, bulletins and extension publications. (excluding peer reviewed articles)

<b>Year</b>	<b>Actual</b>
2012	10

**Output #4**

**Output Measure**

- Number of invited presentations by faculty directly resulting from the success of this planned program.

<b>Year</b>	<b>Actual</b>
2012	16

**Output #5**

**Output Measure**

- Number of Leadership, Entrepreneurship, and Science Meeting sessions coordinated

<b>Year</b>	<b>Actual</b>
2012	78

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

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

O. No.	OUTCOME NAME
1	Number of additional direct extension contacts made by volunteers, staff, or county agents not receiving federal funds as a direct outcome of the work of federally funded faculty associated with this planned program.
2	Total number of youth participants that will enhance decision making skills and develop positive leadership skills, increase their knowledge of entrepreneurship education, and increase their knowledge of science education.

## **Outcome #1**

### **1. Outcome Measures**

Number of additional direct extension contacts made by volunteers, staff, or county agents not receiving federal funds as a direct outcome of the work of federally funded faculty associated with this planned program.

### **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	587673

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

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

Georgians are in need of sound, unbiased, research-based information. The specialists and county faculty who conduct research and study in their unique fields of expertise have the knowledge and information that is needed by local clientele. The ratio of state specialists and researchers to the local populations is prohibitive to wide spread knowledge dissemination.

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

Georgia state specialists and provide research based knowledge and training that is then passed along to clientele by county agents.

#### **Results**

The county delivery system provides a local expert to deliver the research based information from the specialists to a multitude of clientele, reaching far beyond the scope of the state level specialists. The county level professional is able to localize and interpret the data and information to meet the needs of the specific community member, farmer, parent, homeowner, consumer, etc. The dissemination of information and education based on the terms of the local clientele provides a consumable product that can be put into practice by the layperson. The local delivery system exponentially expands the delivery of the expertise, knowledge, and research of the University to local constituents.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
134	Outdoor Recreation

135	Aquatic and Terrestrial Wildlife
136	Conservation of Biological Diversity
206	Basic Plant Biology
214	Vertebrates, Mollusks, and Other Pests Affecting Plants
307	Animal Management Systems
315	Animal Welfare/Well-Being and Protection
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
806	Youth Development

## **Outcome #2**

### **1. Outcome Measures**

Total number of youth participants that will enhance decision making skills and develop positive leadership skills, increase their knowledge of entrepreneurship education, and increase their knowledge of science education.

### **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	4832

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development
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
- Populations changes (immigration, new cultural groupings, etc.)

### **Brief Explanation**

Monthly 4-H program activities do not cost youth participants as long as Extension funds or external grant funding are available to provide funding for these programs. However, current economic challenges and other external factors have affected the outcome of some 4-H Programming activities.

Economic situations effected schools accessibility to the program

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

### **Evaluation Results**

Based on pre and post testing results and post program evaluations of each respected area there were increases in youth participants acquiring knowledge in the following areas: Science education, Leadership and Entrepreneurship.

4-H'ers all across the state continued to serve other citizens through Georgia 4-H.

Educators today often describe the new three "R's" of education: rigor, relevance, and relationships; citing their significance related to student achievement. The Georgia 4-H Environmental Education program helps school systems by providing opportunities for students to experience rigorous and relevant programming, and opportunities to build and develop relationships.

Data collected from evaluations of the 4-H Environmental Education, conducted during the 2010-11 school year, demonstrates a statistically significant increase in student (1) relationships with their classmates, (2) relationships with their teacher, (3) environmental awareness, (4) environmental behavioral intent, and (5) connectedness to nature. Each of these results can be linked directly back to one of the new 3 R's of education.

### **Key Items of Evaluation**

Georgia 4-H program is well received and continues to provide Georgia's youth with valuable skills and character development.