

V(A). Planned Program (Summary)

Program # 15

1. Name of the Planned Program

Childhood Obesity: 4-H Youth 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
724	Healthy Lifestyle	20%		0%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	20%		0%	
806	Youth Development	60%		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	17.0	0.0	0.0	0.0
Actual Paid Professional	19.2	0.0	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
232181	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
232181	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
1660345	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The 4-H Youth Development Team engaged about 34,000 youth in life-skills focused learning, through traditional club programs in each county in Idaho, summer camps, day camps, science camps (including robotics, GPS, Entomology, Geology, Aeronautics, and more), livestock camps, and other project camps (some in collaboration with neighboring States), and a host of other venues for reaching children.

Faculty and 4-H Coordinators supported or managed 4-H afterschool programs and managed 4-H activities at County Fairs, including training of judges. 4-H professionals provided leadership and curriculum training to adult 4-H volunteers and to youth volunteers. Primary emphases were placed on projects and activities that promote interest in science, engineering and technology, and that promote healthy living choices.

4-H faculty were engaged in multi state efforts to create and pilot new curricula, to train livestock judges, and to provide professional development for 4-H professionals. Older 4-H members were challenged to become productive citizens through the 4-H Ambassadors program, Teen Training, Camp Counselors programs, Know Your Government. Outreach to underserved youth included significant efforts with the Shoshone-Bannock and Nez Perce Tribes, with numerous afterschool programs (two partially supported by CYFAR grants), through Operation Military Kids, and with targeted day camps.

2. Brief description of the target audience

- Idaho youth, ages 5-18
- 4-H Volunteers
- Adult and youth volunteers
- Teachers and Out-of-school instructors
- Youth in school enrichment and afterschool programs
- Low income youth and families
- Youth-at-risk
- Youth Development staff
- Community Leaders
- Hispanic youth and adult volunteers
- American Indian youth and adult volunteers
- Children and families with military ties

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	27747	253876	55206	126348

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	10	7	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth in educational classes, workshops, trainings, seminars taught (individual teaching contacts).

Year	Actual
2012	2490

Output #2

Output Measure

- Number of volunteers in educational classes and workshops.

Year	Actual
2012	5838

Output #3

Output Measure

- Number of opportunities to promote 4-H Youth Development (publications, newsletters, columns, radio PSA's, radio/TV appearances).

Year	Actual
2012	579

Output #4

Output Measure

- Number of educational classes, workshops, trainings, seminars taught (teaching contacts).

Year	Actual
2012	33512

Output #5

Output Measure

- Number of 4-H clubs or groups.

Year	Actual
2012	391

Output #6

Output Measure

- Number of youth attending statewide 4-H events.

Year	Actual
2012	3380

Output #7

Output Measure

- Number of volunteers attending county, multi-county, district, state, regional, and national events.

Year	Actual
2012	2774

Output #8

Output Measure

- Number of hits on the web site each year.

Year	Actual
2012	136694

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	O: Youth will expand science, engineering, and technology skills through participation in 4-H Youth Development Programs. I: Number of youth participating in 4-H Youth Development programs designed to expand science and technology skills.
2	O: Participants will increase their knowledge of healthy living. I: Number of youth participating in healthy living activities and programs.
3	O: Youth will learn life skills through participation in 4-H Youth Development programs. I: Number of youth indicating life skill development
4	O: Participants will adopt healthy lifestyle behaviors. I: number of youth who change behaviors, such as eating healthy snacks and increasing physical activity.
5	O: Participants will learn leadership skills through participation in 4-H Youth Development programs. I: Number of youth indicating live skill development through completing an evaluation survey.
6	O: Participants will build leadership and youth development skills through training and support. I: Total number of volunteers receiving one or more trainings.
7	O: Increased participation of underserved audiences through relevant programs. I: Number of underserved youth participating in 4-H Youth Development programs.
8	O: Participants will learn to design youth-adult partnerships. I: Number of committees, councils, and boards with youth and adults serving together.

Outcome #1

1. Outcome Measures

O: Youth will expand science, engineering, and technology skills through participation in 4-H Youth Development Programs. I: Number of youth participating in 4-H Youth Development programs designed to expand science and technology skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	14694

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Teaching SET principles within many of the animal science areas has declined significantly over the years. The ability of members to understand and communicate information especially related to nutrition and health care have been impacted. We also have had some interest expressed in Robotics, but have had difficulties in finding resources to provide leadership within this area.

What has been done

We specifically focused several educational programs for youth and adults on animal nutrition and health care in an effort to re-infuse a greater understanding of science back within our livestock project areas. A couple of our leaders were able to be connected with other resources in the community which previously had experience in teaching youth-based robotics programs.

Results

We have seen some increases already in the ability of our members to more effectively understand and communicate the basic principles of proper nutrition, ration development and proper health care. These principles are an important step in helping youth develop good management skills in effectively producing high-quality market animals. One of the robotics teams from Kootenai County ended up winning the Idaho FLL tournament and advanced on to the World Festival which was held in St. Louis, MO.

4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #2

1. Outcome Measures

O: Participants will increase their knowledge of healthy living. I: Number of youth participating in healthy living activities and programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	10707

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is a terrible epidemic of obesity in the United States. Parents aren't eating healthy and therefore are not teaching their children to eat healthy.

What has been done

Healthy Living School enrichment activities were provided. Garden planted by Juvenile Offenders. Classes taught to juvenile offenders on topics of healthy living and gardening. After school and summer camps also taught healthy living.

Results

Juvenile offenders planted and maintained a vegetable garden at the Bannock County fairgrounds. Youth learned to preserve food safely and to incorporate fresh fruits and vegetables into their diets.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
806	Youth Development

Outcome #3

1. Outcome Measures

O: Youth will learn life skills through participation in 4-H Youth Development programs. I: Number of youth indicating life skill development

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1732

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In a small community with double digits unemployment, a high number of teen suicides, and a low rating in healthy practices, Gem and Boise Counties youth NEED life skill and coping skills opportunities.

What has been done

Through the EYSC (Engaging Youth, Serving Communities) grant, we were able to survey and evaluate twelve of the core team youth. In the 2013 year, we plan to survey all of our 4-H youth and use a similar evaluation tool.

Results

Every one of the 12 youth completing the EYSC life skill survey reported that their leadership skills, oral presentation skills, knowledge of community issues, and confidence had significantly increased in one year of working with other teens and adults in our Community. These surveys and results are reflected in the EYSC Annual Report from Gem/Boise Counties.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #4

1. Outcome Measures

O: Participants will adopt healthy lifestyle behaviors. I: number of youth who change behaviors, such as eating healthy snacks and increasing physical activity.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1643

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Being healthy is a priority of all individuals and families. With education and knowledge people will be able to make better decisions that can affect their health for their lifetime. The Healthy living program targets these issues by teaching participants how to: prepare and cook nutritious meals, increase their fruit and vegetables, whole grains, and low-fat dairy consumption and decrease fat, sugar, salt and calorie intake.

What has been done

Enrichment activities for the CYFAR SCP 4-H Afterschool program are centered on the life skills development of critical thinking, healthy life style choices, positive identity and communication. The life skills of a healthy lifestyle choices is selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury. Positive identity is valuing oneself, having pride in oneself, understanding one's abilities.

Results

Three life skills, communication, self-responsibility, and healthy lifestyle choice, were assessed. Children who were eight years and older and in third grade or higher were included in the rating calculations. Children were asked to select how they felt about each indicator statement. Ratings were shown as faces on the survey. ☹ Never = 1; ;| Sometimes = 2; and ☺ Usually = 3 (N=19). Children completed the both pre survey in October 2011 and the post survey in May 2012. As a group, the children indicated that they sometimes to usually accomplished the indicator statement for the life skill. Below is the average response rating for each life skill and indicators. Communication = 2.35; Self-responsibility = 2.54; Critical Thinking = 2.18; and Healthy Lifestyle Choices = 2.56. The second column shows the change from pre-survey to post.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
806	Youth Development

Outcome #5

1. Outcome Measures

O: Participants will learn leadership skills through participation in 4-H Youth Development programs. I: Number of youth indicating life skill development through completing an evaluation survey.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	453

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Providing an opportunity for youth to practice and develop their leadership abilities in a safe, supportive environment is vital for them to gain confidence to assume future leadership roles - be it as a teen while yet in school, or as an engaged citizen within their respective communities later in life.

What has been done

We have provided workshops for leaders and youth in helping to foster more active engagement of youth within their respective clubs. Leadership retreats have occurred to foster development of important life skills. Opportunities have been increased at the local level for teens to take a more active leadership role within 4-H.

Results

It is been reported that several clubs which had previously had adult leaders how took overly controlling roles have backed off and are now "coaching" youth in assuming greater leadership in overall club operations. We had over 40 participants in our 2nd annual District Teen Leadership Retreat, held in January. The evaluations have revealed definite increases in the youth's confidence to move into respective leadership roles at the club and local level. This past year, we have increased the number of teens who have served in various fair superintendent roles (on equal footing as adult superintendents) and our Panhandle Ambassadors assumed leadership in coordination of the Fair achievement recognition ceremony.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #6

1. Outcome Measures

O: Participants will build leadership and youth development skills through training and support. I: Total number of volunteers receiving one or more trainings.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2142

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The 4-H youth development program is based on research based curriculum, using experiential learning methods, and intends for the volunteers to provide the Essential Elements of Youth Development. Training and support for volunteers delivering 4-H programming is important to maintain the standards and values of the program, and to manage the risks involved with youth programming.

What has been done

Required trainings are held for all individuals desiring to volunteer with Canyon county 4-H - adults and teen leaders. They are held four times during the year. Trainings were also held at each Leaders Council meeting to educate volunteers on specific, requested topics. Volunteers are also encouraged to attend the District Super Saturday training day and the annual State Leaders Forum.

Results

New volunteers to the program receive a three and a half hour training before they are allowed to meet alone with youth in the 4-H program. New volunteers report in a pre/post evaluation statistically significant increase in knowledge in nine key learning areas after attending the training. Volunteers who attend the Leaders Council trainings are better informed and more

effective in delivering 4-H programming to their club. They are better able to lead projects, work with youth club officers, and able to offer a better learning environment to youth in their club.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #7

1. Outcome Measures

O: Increased participation of underserved audiences through relevant programs. I: Number of underserved youth participating in 4-H Youth Development programs.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	8170

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Low income, Hispanic or at-risk youth comprise the majority of Idaho 4-H's underserved audience. Resources are typically limited for these youth, therefore positive youth development to help build life skills and help youth see a future for themselves is important.

What has been done

Afterschool programs with the Caldwell school district were delivered to youth who had test scores below grade level, or youth who were recommended for the program by counselors because they needed additional educational enrichment, or at the request of parents. The majority of youth in these programs are Hispanic. Spring and summer day camps were developed and marketed to families not currently involved in 4-H.

Results

Youth participating in the afterschool programs learned life skills in teamwork, communication, and respect for each other. Behavior over the course of the program improved and youth looked forward to "what's next". All of the day camps reached minimum enrollment and most reached

maximum enrollment. Youth learned about opportunities available to them and important life skills they can apply as they grow and become productive citizens.

4. Associated Knowledge Areas

KA Code	Knowledge Area
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
806	Youth Development

Outcome #8

1. Outcome Measures

O: Participants will learn to design youth-adult partnerships. I: Number of committees, councils, and boards with youth and adults serving together.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	132

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Adults and youth need to learn how to work with each other. Youth want to participate in community leadership roles which allow them to make decisions which affect their lives, yet consistently they are not asked for their opinions.

What has been done

The Elmore County 4-H Youth Development Program is a team effort with adult volunteers, staff, and youth working together to achieve both statewide goals as well as county and individual club goals. Youth and adults are continuously being educated and trained to successfully work together. Youth are encouraged to make and take leadership opportunities in all meetings, events, and activities.

Results

Youth and adults are learning the skills to work with each other and are enhancing their leadership abilities including presentation skills, speaking skills, writing skills, teaching skills, and teamwork skills. We have a greater number of youth stepping up take leadership roles in all

aspects of the 4-H program as they see the adults value their input and decisions.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Other (nothing of significant, unanticipated impact)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Pre-post surveys were given to youth attending several day camps, Teen Conference, and numerous other events for youth. The information gathered indicates a greater ability to make decisions and increased personal confidence in their own participation and leadership skills. Youth reported an increase in thinking about choices before decisions were made, an increase in consequences of decisions and being happy with choices made. Additionally, observations following the various camps include increased decision making, ability to follow directions, enhanced problem solving skills, and incorporation of other experiences and knowledge into their problem solving processes.

Idaho Master Gardner Volunteers, certified as Junior Master Gardener Teachers and 4-H Leaders were instrumental in developing and coordinating a multi-week, multi-school afterschool program in Canyon County for the Spring 2012 with Extension faculty and volunteers. Because of their efforts, hundreds of youth attended programs where they received education on basic botany, healthy food choices, ecosystems, insects and soil biology. A large proportion of these youth were from Hispanic backgrounds.

Key Items of Evaluation