

V(A). Planned Program (Summary)

Program # 7

1. Name of the Planned Program

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
802	Human Development and Family Well-Being	20%		0%	
806	Youth Development	80%		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	13.1	0.0	0.0	0.0
Actual Paid Professional	15.8	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
579260	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
259511	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
847084	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

- 4-H Clubs
- Community Service Project
- Curricula/Instructional materials
- Facilitated Group Meetings and Conferences
- Printed Materials
- Single day workshop, presentation or event
- Websites or Other Computer-based Delivery
- Workshop series or educational course

2. Brief description of the target audience

- Youth from all backgrounds
- Adults from all backgrounds (volunteers, parents, collaborating organization staff)
- Youth Serving Organizations and Programs from diverse communities (including K-12, Home Schooled youth, and Camps)
- Community Coalitions
- UMass Amherst Faculty
- Faculty from other colleges and universities

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	3556	31623	30501	1377

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	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- 4-H Clubs

Year	Actual
2012	250

Output #2

Output Measure

- Community Service Projects

Year	Actual
2012	13

Output #3

Output Measure

- Curricula/Instructional Materials

Year	Actual
2012	1

Output #4

Output Measure

- Facilitated Group Meetings and Conferences

Year	Actual
2012	121

Output #5

Output Measure

- Printed Materials

Year	Actual
2012	169

Output #6

Output Measure

- Single day workshop, presentation or event

Year	Actual
2012	88

Output #7

Output Measure

- Websites or other computer-based delivery

Year	Actual
2012	2

Output #8

Output Measure

- Workshop series or educational course

Year	Actual
2012	1015

Output #9

Output Measure

- Displays and Exhibits

Year	Actual
2012	146

Output #10

Output Measure

- Individual Consultations and Site Visits

Year	Actual
2012	11

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth acquire skills that will help them succeed academically and in the workplace
2	Youth demonstrate skills that will help them succeed academically and in the workplace
3	Youth are effective team members, communicators, and leaders
4	Youth increase knowledge and skill and interest in science, engineering and technology
5	Military youth feel supported
6	Adults acquire knowledge of the effects of deployment on military youth
7	Youth engage in community service
8	Youth acquire citizenship skills

Outcome #1

1. Outcome Measures

Youth acquire skills that will help them succeed academically and in the workplace

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	182

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Youth demonstrate skills that will help them succeed academically and in the workplace

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	666

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Young people are the future workforce and leaders of our state and our nation. The healthy development of these youth cannot be left to chance. A statewide network of hundreds of dedicated volunteers and leaders serve as mentors and role models to 4-H youth throughout the state.

What has been done

4-H Educators collaborate with volunteers to plan and deliver local programs, such as animal science, visual presentation programs, and community service projects that build important academic and life skills that have a lasting effect on youth and a positive impact on the future success and vitality of Massachusetts. New statewide food drives and gleaning programs contributed a significant amount of food and fresh produce to those in need.

Results

Youth demonstrated an increase in communication and record keeping skills

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Youth are effective team members, communicators, and leaders

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1464

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Organizations, communities and citizens have a shared interest in cultivating the skills that enable young people to grow into caring, capable, scientifically literate, engaged citizens who are prepared to contribute to their communities in the 21st century. Well-designed challenges for teams of youth provide their adult coaches with background information and community connections that will help them be effective in their work with youth and help youth become effective team members, communicators, and leaders.

What has been done

Massachusetts Envirothon is a statewide environmental education program for high school age young people and their advisors emphasizing hands-on, team-oriented problem solving and community involvement. In 2012, UMass Extension provided overall leadership to the program as well as leadership in curriculum development. More than 300 young people and coaches from 38 high schools and community organizations were involved over the course of the 2011-12 academic year.

Results

Survey returns from team members and coaches, combined with analysis of judges' scoring of Current Issue presentations, strongly indicate that the Massachusetts Envirothon program continued to provide a rich, positive youth development experience in natural resource and environmental affairs, and also in teamwork, presentation skills, and community research. Coaches indicated that they had a strong learning experience, as well.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Youth increase knowledge and skill and interest in science, engineering and technology

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2348

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Many national organizations including APLU and the National 4-H Council have identified Science, Technology, Engineering, and Math (STEM) education as areas of significant concern. Education in these disciplines is critical for preparing a globally and regionally competitive workforce. To achieve this goal, 4-H is collaborating a UMass Amherst student-led organization to deliver programs that enhance STEM education and increase college access and success for underrepresented students.

What has been done

UMass Extension supported three after school programs in Springfield, MA. Ten undergraduate students from UMass Amherst served as tutor/mentors and provided instruction for youth connected with afterschool programs. During the school year, programs met twice weekly with additional field trips to cultural and educational events in the area and on the UMass campus.

Results

There was an increase in youth self-reported levels of interest in science and technology. Youth also reported an increase in their level of interest in attending college. Note: This narrative and those directly above describe the experiences of only a proportion of the total numbers reported for this outcome measure.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Military youth feel supported

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Adults acquire knowledge of the effects of deployment on military youth

Not Reporting on this Outcome Measure

Outcome #7

1. Outcome Measures

Youth engage in community service

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2322

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

A frequently overlooked consequence of American military involvement is that many children experience the deployment of a family member. In Massachusetts many of our Reserve and National Guard personnel do not live on or near military bases and therefore lack access to the same support and resources that are typically associated with living in a more concentrated military community. UMass Extension provides direct assistance to military children and families and educates the broader community on the effects of deployment on children.

What has been done

In addition to a variety of workshops on military culture, the deployment cycle and its effects on children, 483 "Hero Packs" were presented to military and civilian children who are experiencing the deployment of a loved one. These presentations were made at deployment events, schools and homes. Hero Packs contain stationary, pens, toys, and other items and are a tangible way of honoring children for the sacrifices they are making while their loved one is deployed overseas.

Results

Youth engaged in significant community service activities, which generate result in critical developmental experiences for those who contribute. In addition, the military youth who were the

focus and beneficiaries of these events felt they had received important acknowledgment and support. Note: this narrative and those directly above describe the experiences of only a proportion of the total numbers reported for this outcome measure.

4. Associated Knowledge Areas

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

Outcome #8

1. Outcome Measures

Youth acquire citizenship skills

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

{No Data Entered}

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The 2012 findings from the 4-H Study of Positive Youth Development conducted by Tufts University concluded that 4-H helps young people excel beyond their peers. Young people in 4-H are 3.4 time more likely to delay sexual intercourse by Grade 12, shown to have significantly lower drug, alcohol and cigarette use than their peers and 2.3 times more likely to exercise and be physically active. 4-H members report better grades, a higher level of academic competence, are nearly two times more likely to plan to go to college and are more likely to pursue future courses or a career in science, engineering or computer technology. In addition, 4-H members are committed to improving their communities; they are 3.4 times more likely to contribute to their communities when compared with youth

who do not participate in 4-H.

Key Items of Evaluation