

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

Creating Simple Environments for Positive 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
806	Youth Development	100%			
	Total	100%			

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	6.0	0.0	0.0	0.0
Actual Paid Professional	18.0	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
482391	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
539453	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

School enrichment groups meet during school time and use curricula supplied through 4-H. The groups are coordinated by partnerships of 4-H/University of Missouri Extension and school personnel. Most of the groups meet for limited number of classroom hours rather than yearlong. Age guideline: Young

people in grades K-12 or equivalent.

2. Brief description of the target audience

Adults (youth staff, local leaders, parents, volunteers, teachers, organizational leaders) Youth aged 5 - 19.

3. How was eXtension used?

Questions teachers and students developed concerning hatching and raising chicks were answered via the small flock and youth science communities of practice.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	2989	1355	27669	2940

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

- Number of Classroom Teachers trained to use 4-H School Enrichment Curricula.

Year	Actual
2012	2989

Output #2

Output Measure

- Number of Youth Enrollment in 4-H School Enrichment.

Year	Actual
2012	38097

Output #3

Output Measure

- Number of youth enrolled in embryology.

Year	Actual
2012	28000

Output #4

Output Measure

- Number of youth enrolled in special interest/short term programs.

Year	Actual
2012	247543

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth will increase knowledge and skills gained as reported by their classroom teacher or adult adviser.

Outcome #1

1. Outcome Measures

Youth will increase knowledge and skills gained as reported by their classroom teacher or adult adviser.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	28000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Today's young people must be prepared to live and work in a world that no one can completely envision -- for jobs that do not yet exist, using technologies that have not yet been invented, solving problems that have not yet been identified. Future scientists are critical to our state, national and global economy; three-quarters of Missouri's \$14.5 billion in products and services exported in 2011 were Science, Engineering and Technology (SET) based industries.

What has been done

4-H provided 38097 youth in 2989 classrooms inquiry learning experiences related to the science and health. Curricula are anchored to current content of the university and are aligned to educational standards at the national and state levels.

Results

KA Code 806; Knowledge Area: Youth Development

Students gain embryology, life and science skills through this process. Embryology skills include identifying parts of eggs; incubation of fertile eggs; observation of embryos; handling chicks safely. Life skills learned include learning to learn; communication and decision making; relating to others, cooperation; record keeping; and developing teamwork. Science skills include observing, categorizing, comparing and measuring, and communicating.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

The ability to provide educational experiences for youth in classroom is dependent on having a well-educated, motivated local faculty and volunteers. Five vacancies in faculty and staff positions reduced the ability to provide program leadership for volunteers who work directly with youth. In addition to vacant positions, the 4-H program is understaffed in the largest metropolitan area of the state. There was only one faculty member working 4-H Youth Development programs in St. Louis and St. Louis County.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

806 Youth Development

Life skill outcomes were chosen as measurements of quality because 4-H Youth Development programs focus their work on teaching youth and adults the life skills necessary to become capable, competent, contributing and caring citizens. The life skills model "Targeting Life Skills" (TLS) from Iowa State University was used as a model to create this system. The Targeting Life Skills (TLS) Model consists of 35 life skills. These life skills were identified through a process of reviewing and integrating numerous life skills models. Those life skills or competencies that consistently emerged as being necessary for individuals to attain success in life were used (Hendricks, 1999).

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Key Items of Evaluation

806 Youth Development

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