

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

**Program # 10**

**1. Name of the Planned Program**

Creating Complex 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%			
	<b>Total</b>	100%			

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	25.0	0.0	0.0	0.0
Actual Paid Professional	20.0	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
538052	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
601697	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

4-H Community Clubs.

**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?**

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
<b>Actual</b>	30383	59306	40966	76379

**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>	5	0	5

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

**Output Target**

**Output #1**

**Output Measure**

- Number of youth enrolled in 4-H community clubs.

Year	Actual
2012	20195

**Output #2**

**Output Measure**

- Number of 4-H volunteers.

<b>Year</b>	<b>Actual</b>
2012	14744

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

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

O. No.	OUTCOME NAME
1	A sample of Missouri young people participating in the 4-H Study of positive youth development or those responding to the Missouri 4-H Life Skills survey will report they are competent, capable, caring and contributing.

## **Outcome #1**

### **1. Outcome Measures**

A sample of Missouri young people participating in the 4-H Study of positive youth development or those responding to the Missouri 4-H Life Skills survey will report they are competent, capable, caring and contributing.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	4096

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

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

Youth today must be prepared to live and work in a world that we cannot 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. Changes in technology increases the demand for trained scientists and engineers and an also broader understanding of technology and science by all citizens. The need for advanced technology abilities cuts across all types of communities, professions and skill level.

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

The 4-H Center for Youth Development, headquartered on the MU campus, working with University of Missouri and Lincoln University campus and regional faculty provides program leadership, training, resources and technical assistance to reaching 309,285 youth and 18,290 adult contacts with programming anchored in research.

#### **Results**

806 Youth Development

In 2007, the University of Missouri 4-H Center for Youth Development joined the national 4-H Study of Positive Youth Development. Funded by National 4-H Council and led by researchers at Tufts University, this longitudinal study began with fifth graders in 2001. By then of the study in 2009, data have been collected by extension faculty from 6,450 adolescents and over 3,000 of their parents in 45 states.

The advantages of 4-H participation include developing positive attitudes about science and more participation in science-focused activities during out-of-school time. The benefit for girls is particularly important. 4-H girls were significantly more positive on all measures related to science. Missouri girls in 4-H also reported increased their interest in science-related topics.

4-H?ers believe in engaging in leadership today rather than waiting for future opportunities. 4-H members report twice the number of leadership experiences than their non-4-H peers.

#### 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 volunteer training and educational experiences for youth is dependent on having a well-educated, motivated local and state 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. Only one faculty member provided the 4-H Youth Development program in St. Louis and St. Louis County.

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

##### Evaluation Results

###### 806 Youth Development

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### **Key Items of Evaluation**

#### 806 Youth Development

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