

V(A). Planned Program (Summary)

Program # 2

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
307	Animal Management Systems	10%			
801	Individual and Family Resource Management	5%			
802	Human Development and Family Well-Being	15%			
806	Youth Development	70%			
	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	12.0	0.0	0.0	0.0
Actual Paid Professional	9.2	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
216999	0	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
181641	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Conduct Workshops and Clinics that provide active learning in subject matter related to projects
 Conduct/facilitate meetings that focus on facilitation and leadership skills
 Develop curriculum and supporting Teaching Tools for volunteers to use
 Provide training for youth and adult volunteers
 Partner with youth serving groups on state and local levels
 Provide/develop web based education and information access

2. Brief description of the target audience

Youth ages 5-19
 Parents of youth involved in 4-H
 Adult volunteers involved in Youth Development Work: 4-H program and other group volunteers.
 Professionals involved in Youth Work: agencies, schools and organization professionals
 School administration and teachers
 Youth who live on reservations and are between the ages of 5-21
 Youth ages 5-19 who have parents involved in the military

3. How was eXtension used?

Agents and families involved in the 4-H program use eXtension as a resource for a vast number of programs and situations

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	3384	226306	18647	79496

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
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Actual	4	0	0
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V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Life Skill Development: Statewide, 10,000 youth will be involved in 300 experiential learning activities including workshops, clinics, seminars and club meetings.

Year	Actual
2012	22031

Output #2

Output Measure

- Leadership/Volunteer Development: An estimated 250 youth and 450 adults will be able to apply leadership skills and positive youth development practices in their roles of organizational, project or other leadership positions. Professional and volunteer staff in a majority of the counties will follow and adhere to established financial and audit guidelines. Teenage youth will exhibit leadership and communications skills within the 4-H program and at other times outside 4-H program.

Year	Actual
2012	5691

Output #3

Output Measure

- JUNIOR AGRICULTURE LOAN PROGRAM: Approximately 8 reservation youth will apply for the Montana Department of Agriculture - Junior Ag Loan Program to borrow money to purchase livestock to start their own herd. They will receive the necessary training to complete the process.

Year	Actual
2012	15

Output #4

Output Measure

- Military Partnerships: The number of military youth participating in 4-H clubs, activities, and events will increase to 500. Military youth who participate in 4-H will demonstrate acquisition of or improvement in one or more of these areas: communication, problem-solving, decision-making, building peer groups, building strong family relationships, stress management and self care, resiliency and critical thinking.

Year	Actual
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2012

268

V(G). State Defined Outcomes**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	LIFE SKILL DEVELOPMENT Because of their involvement in 4-H projects, activities and events, 100% of 4-H members will show an increase in knowledge and skills and improved practices learned; 50% of 4-H members will re-enroll; 85% of the youth involved in experiential learning activities will gain knowledge and skills about the topic they have selected; (project subjects) youth will exhibit having more confidence, feeling more competent and self-assured and feeling more connected to their families and communities.
2	LEADERSHIP/VOLUNTEER DEVELOPMENT Eighty percent (80%) of Extension agents attending professional development opportunities will increase knowledge in volunteer management. Sixty percent (60%) of the 4-H volunteers participating in trainings will learn the duties of organizational leaders, project leaders and other leadership positions within the program so 4-H clubs and activities will use positive youth development practices. Sixty percent (60%) of the county 4-H Councils will learn and use the established financial management and review guidelines for handling public money. Eighty percent (80%) of participating youth will increase their self-perception of leadership development skills. Fifty percent (50%) of Extension professionals will adopt best management practices in the areas of volunteer identification, selection, orientation, training, utilization, recognition and evaluation. Fifty percent (50%) of volunteers attending trainings will adopt practices that support the 8 critical elements of 4-H education programs. Fifty percent (50%) of 4-H councils in Montana will adopt the financial management and review guidelines. Fifty percent (50%) of participating youth will apply developed practices of leadership. Agents and volunteers participating in professional development opportunities will provide a safe, positive environment for youth to gain life skills and meet developmental needs through participation in 4-H programs. Montanan's will have a more accurate and positive impression of the 4-H Youth Development Program.
3	JUNIOR AGRICULTURE LOAN PROGRAM Youth will complete the finance and beef management trainings needed to complete the application. Youth making application to borrow money will use it for the purchase of livestock so they can start or expand their herd.
4	Life Skill Development; Communications/Public Speaking: Through their involvement in 4-H: 50% of the members will participate in communication/public speaking activities; know how to find information for a speech or talk; 60% can select a topic, speak loud enough to be heard and organize thoughts necessary to give a speech or talk.
5	Life Skill Development; Science, Engineering and Technology: Participants will develop technology competencies in videography, robotics and GPS; develop science processing skills; use technology applications as tools to learn science though hands-on projects, activities and events.
6	Military Partnerships: Because of their involvement with 4-H, participants involved in Military 4-H clubs, activities or events will learn science, engineering and technology skills through projects, activities and events. Partnerships will be formed/enhanced with the military so youth can take part in 4-H programming

Outcome #1

1. Outcome Measures

LIFE SKILL DEVELOPMENT Because of their involvement in 4-H projects, activities and events, 100% of 4-H members will show an increase in knowledge and skills and improved practices learned; 50% of 4-H members will re-enroll; 85% of the youth involved in experiential learning activities will gain knowledge and skills about the topic they have selected; (project subjects) youth will exhibit having more confidence, feeling more competent and self-assured and feeling more connected to their families and communities.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	22031

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

As Montana, the United States, and the world face increasingly broad issues in an ever-changing, global world, youth must be better prepared to lead us into the future. Youth need strength in hard skills related to expanding career fields (agriculture, science, engineering, etc.). In addition, they need soft skills in areas like communication, finances, public speaking, leadership and civic engagement. This year Montana 4-H focused on the life skill of goal setting in project work and activities. Critical to the 4-H experience are trained, caring adults who are matched with youth to create partnerships that increase the competence, connection, confidence, compassion and character necessary for youth to become contributing members of society.

What has been done

Montana 4-H uses the resources of Montana State University and the U.S. Department of Agriculture to create environments for positive youth development through experiential education, learning-by-doing projects, club meetings, community service projects, afterschool programs, school enrichment, camps, conferences and other events and activities. 4-H directly contributes to the development of youth through programs in communication and public speaking, goal setting, leadership and decision-making. Popular 4-H projects include photography, dog, horse, livestock, shooting sports, food and nutrition, technology and engineering. MSU Extension actively recruits and trains caring adults to mentor youth.

Results

More than 10,000 youth participate annually in community 4-H clubs with project goals of demonstrating their knowledge and skill through presentations and exhibits. In an evaluation of

youth who participated in county fairs and worked on projects, 75% of these youth set goals in writing, developed a plan to achieve them, asked for help as needed and evaluated their progress and success.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

LEADERSHIP/VOLUNTEER DEVELOPMENT Eighty percent (80%) of Extension agents attending professional development opportunities will increase knowledge in volunteer management. Sixty percent (60%) of the 4-H volunteers participating in trainings will learn the duties of organizational leaders, project leaders and other leadership positions within the program so 4-H clubs and activities will use positive youth development practices. Sixty percent (60%) of the county 4-H Councils will learn and use the established financial management and review guidelines for handling public money. Eighty percent (80%) of participating youth will increase their self-perception of leadership development skills. Fifty percent (50%) of Extension professionals will adopt best management practices in the areas of volunteer identification, selection, orientation, training, utilization, recognition and evaluation. Fifty percent (50%) of volunteers attending trainings will adopt practices that support the 8 critical elements of 4-H education programs. Fifty percent (50%) of 4-H councils in Montana will adopt the financial management and review guidelines. Fifty percent (50%) of participating youth will apply developed practices of leadership. Agents and volunteers participating in professional development opportunities will provide a safe, positive environment for youth to gain life skills and meet developmental needs through participation in 4-H programs. Montanan's will have a more accurate and positive impression of the 4-H Youth Development Program.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	5691

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Volunteers are essential to the sustainability and growth of the 4-H program. To involve volunteers successfully, volunteer managers should be concerned with the identification,

selection, orientation, training, utilization, recognition and evaluation of those volunteers. Additionally, youth and adult leadership development programs are necessary to help these volunteers and volunteer managers successfully extend into the community, county and state.

What has been done

Extension agents and volunteers received one-on-one discussion and group training during New Agent Orientation, Montana 4-H Agent Update, Extension Annual Conference, Ambassador Fall Training, District 4-H meetings, Leaders College, Rec Lab, the Montana 4-H Leadership Forum and other training opportunities. Leadership training included topics related to organizing, managing, and teaching youth in a non-formal educational setting. The FUNdamentals of Positive Youth Development-Leaders College was heavily incorporated as the training curriculum.

Results

State Rec Lab teen participants reported being motivated to do more 4-H (96%) with 92% showing increased confidence in their communication skills. In a post-event survey, 84% of Leaders College participants showed good or excellent knowledge and skills for working with youth, compared to just 32% pre training. More than 95% of councils and clubs have demonstrated best practices with finances. Results of a 4-H Teamwork survey completed by teen camp counselors showed that 100% thought it was important to complete tasks, and divided responsibilities among team members. They feel they benefit from group participation, and have the confidence to build and maintain trust among team members. Ninety-three percent reported they were confident in assisting a group to determine team goals and could communicate their ideas. A full length PBS documentary on the 4-H experience shown statewide on numerous occasions has provided increased visibility, participation and support.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

JUNIOR AGRICULTURE LOAN PROGRAM Youth will complete the finance and beef management trainings needed to complete the application. Youth making application to borrow money will use it for the purchase of livestock so they can start or expand their herd.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
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2012

15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

It is difficult for Native American youth to get started in the agricultural business. Families are unable to provide resources for the younger generation to purchase land or livestock to begin their own businesses. The Jr. Agriculture Loan Program provides limited resources to youth to purchase livestock through an application process. For many, this gives them a start in establishing a viable business.

What has been done

Youth receiving loans attend workshops focused on animal body condition scoring, animal production, and financial record keeping and statements. All participants are required to fill out and submit loan applications to the Montana Department of Agriculture Junior Agriculture Loan Program. They have individual consultations to establish a business plan, set goals, complete financial statements, establish recordkeeping systems and develop business agreements between parties when appropriate.

Results

Over the last 20 years, the Junior Ag Loan Program for youth has been responsible for 89 loans totaling \$592,060.00 to purchase a total of 735 bred cows. In 2012 two new loan clients completed all the training and were approved for \$17,000 to purchase 14 bred cows. 95 percent of these loans have been fully repaid. An additional 3 new youth loan clients borrowed a total of \$2050 for purchase of 3 4-H Market Steers. Youth who graduate from the Junior program are finding great success in graduating to programs for mature producers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
307	Animal Management Systems
801	Individual and Family Resource Management
806	Youth Development

Outcome #4

1. Outcome Measures

Life Skill Development; Communications/Public Speaking: Through their involvement in 4-H: 50% of the members will participate in communication/public speaking activities; know how to find information for a speech or talk; 60% can select a topic, speak loud enough to be heard and organize thoughts necessary to give a speech or talk.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Life Skill Development; Science, Engineering and Technology: Participants will develop technology competencies in videography, robotics and GPS; develop science processing skills; use technology applications as tools to learn science through hands-on projects, activities and events.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2570

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research has shown there is an increasing need for youth to enter into fields related to science, engineering and technology. Research also shows that the US is falling behind other countries in school performance in science and math as well as fewer students entering those fields. 4-H is known for its hands-on learning and can serve as an exceptional program to engage youth in science and deliver high quality, research-based hands-on experiences in science, engineering and technology. It is especially important to reach youth in underserved audiences to allow them to see that they too can be scientists.

What has been done

Montana State Science and Engineering (SET) Team members attended a regional meeting on implementing science into curriculum and are working to deliver new skills and ideas to local agents. Many use extensive hands-on, integrative approaches to reach more students with science concepts. Agents partner with schools in presenting after school programming which includes things like robotics, aerospace and wind energy. SET concepts are included in camps, demonstrations, leadership activities and more.

Results

The Montana Sustainable Communities project was identified by the National 4-H Council as a Promising 4-H Science Program in 2012 due to its innovative approach of integrating 4-H afterschool principles into the school day (and afterschool programs), integrating school teachers with experts from MSU Extension and the MSU Film School, employing a stepwise model with 3rd to 8th graders and incorporating regular interactions with community members. Students learned technology, science and life skills. They learned team building and problem solving through building robots for competition, how to think critically about the process and content of their videos and science through their film content. Post evaluations showed 75% of students could

identify robot parts, read and follow plans, add components, improve or modify a robot with little or no adult supervision. 84% understood the purpose of film, audiences, timelines and planning. 74% could develop questions, build rapport, and conduct interviews for video. Students indicated an increase in fun, pride, confidence and excitement. The Montana 4-H website hosts the student films.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Military Partnerships: Because of their involvement with 4-H, participants involved in Military 4-H clubs, activities or events will learn science, engineering and technology skills through projects, activities and events. Partnerships will be formed/enhanced with the military so youth can take part in 4-H programming

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2018

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

While men and women are fighting for the freedom we get to live with every day, the families of the deployed need a support network. With mobilization and deployment at record highs, it is necessary to have an organization that provides support for military families to help meet the needs of military youth. To be most effective in Montana, Operation Military Kids (OMK) partners with local 4-H and Extension to provide educational and outreach events, services and resources.

What has been done

OMK reached 2,018 military youth statewide. Six camps were held, reaching 139 kids. The Mobile Technology Lab was utilized at over 20 events providing an opportunity for 514 youth and 1200 family members in locations all over the state to communicate with and support deployed family members. Extension agents, along with Montana National Guard and Child and Military Family Life consultants conducted 6 workshops for 128 community leaders to receive training about the issues and concerns faced by youth whose loved ones deploy. Forty-three youth and

family members participated in Speak Out For Military Kids events. The efforts of teens who participated in the Speak Out for Military Kids were rewarded with a permanent mural in the Belgrade Public Library dedicated to military kids.

Results

Teens who attended camps learned leadership, resiliency and gained courage and friendship through camps. They reported learning to work together and communicate as a team and appreciated making new friends who understood having family members deployed. Community leaders who attended the training learned how youth can be affected by the deployment cycle and military culture and how they can be supported. 4-H clubs statewide wrote handwritten letters and donated items for 150 Hero packs which were given to peers whose parents were about to be deployed.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Youth development programming in Montana assumes there is a continuing need for youth to learn skills they can use over time and that youth learn best through hands-on experiences. Goals in Montana are built around the six Cs: competence, character, caring, confidence and connections leading to increased contribution. Primarily accomplished through 4-H, this program has been very successful.

More than 10,000 youth participated in 2012. The overall program goal for the year was focused around goal-setting. Of those who participated in fairs and completed projects, 75% indicated they learned to set goals in writing, develop a plan to achieve them, ask for help and evaluate their progress and success.

Both youth and volunteers who participated in leadership training and activities reported overwhelmingly that they were motivated to do more in 4-H, that they understood the importance of following up on commitments, maintaining trust, building strong teams and listening. Councils and clubs demonstrated best practices with finances.

Reservation youth who participated in the Junior Ag Loan Program continued to have excellent success. They completed the financial and beef management trainings, have been successful in starting herds and repaying their loans.

Programming in Montana 4-H included specific projects related to science, engineering and technology. These included programming on the Crow Reservation which combined filmmaking and robotics along with BioScience Montana, an immersive health sciences projects for high school-aged youth interested in careers in health and biomedical research.

MSU Extension Youth Development programs work with military families has been an enormous benefit in Montana with more than 2,000 youth being directly served. Camps and the Mobile Technology Lab connect youth with one another and with coping resources. IN addition, Extension agents, along with the Montana National Guard and Child and Military Family Life consultants conducted six workshops with community leaders to help them understand the unique issues and concerns faced by youth whose loved ones deploy.

Key Items of Evaluation

More than 10,000 youth participate annually in community 4-H clubs with project goals of demonstrating their knowledge and skill through presentations and exhibits.

75% who participated in fairs and completed projects set goals in writing, developed a plan to achieve them, asked for help as needed and evaluated their progress and success.

State Rec Lab teen participants reported being motivated to do more 4-H work (96%) with 92% showing increased confidence in their communication skills.

84% of Leader College participants, in a post-event survey, showed good or excellent knowledge and skills for working with youth, compared to just 32% pre-training.

More than 95% of councils and clubs have demonstrated best practices with finances.

Results of a 4-H Teamwork survey completed by teen camp counselors showed that 100% thought it was important to complete tasks, divide responsibilities among team members and participate in groups. They felt they have the confidence to build and maintain trust among team members. 93% reported they were confident in assisting a group to determine team goals and could communicate their ideas.

Over the last 20 years, the Junior Ag Loan Program for youth has been responsible for 89 loans totaling \$592,060.00 to purchase a total of 735 bred cows. In 2012 two new loan clients completed all the training and were approved for \$17,000 to purchase 14 bred cows.

Post evaluations of youth in the Montana Sustainable Communities Project (SCP) showed that 75% of students could identify robot parts, read and follow plans, add components, improve or modify a robot with little or no adult supervision. 84% understood the purpose of film, audiences, timelines and planning. 74% could develop questions, build rapport, and conduct interviews for video.

Military teens who attended camps learned leadership, teamwork, resiliency and gained courage and friendship with others whose family members are also deployed.

Community leaders who attended the Operation Military Kids training learned how youth can be affected by the deployment cycle and military culture and how they can be supported.

4-H clubs statewide wrote handwritten letters and donated items for 150 Hero packs which were given to peers whose parents were about to be deployed