

V(A). Planned Program (Summary)

Program # 6

1. Name of the Planned Program

Citizenship and Leadership 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 |
|---------|--|-----------------|-----------------|----------------|----------------|
| 602 | Business Management, Finance, and Taxation | 20% | | 20% | |
| 803 | Sociological and Technological Change Affecting Individuals, Families, and Communities | 5% | | 5% | |
| 806 | Youth Development | 75% | | 75% | |
| | Total | 100% | | 100% | |

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

| Year: 2012 | Extension | | Research | |
|--------------------------|-----------|------|----------|------|
| | 1862 | 1890 | 1862 | 1890 |
| Plan | 8.0 | 0.0 | 0.0 | 0.0 |
| Actual Paid Professional | 10.0 | 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 |
| 374000 | 0 | 0 | 0 |
| 1862 Matching | 1890 Matching | 1862 Matching | 1890 Matching |
| 560000 | 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 and other youth centered programs were utilized to teach youth about the importance of nutrition, health, exercise, the importance of volunteering and leadership, and provide them with basic knowledge of agriculture and why agriculture is so important to their everyday lives.

The RLND Class V (2011-2013) was selected with orientation in fall 2011. The 18-month curriculum included 10 seminars including tours and expert presentations on issues. Participants were also responsible for developing a project or advancing an issue for their community or organization.

2. Brief description of the target audience

Surveys were conducted in select 4-H clubs and groups.

The RLND Class V consisted of approximately 20+ adults who have agricultural or rural community interests, and were targeted for citizenship events.

3. How was eXtension used?

The Ask an Expert feature of eXtension was 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 | 20000 | 10000 | 23807 | 10000 |

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 | 4 | 1 | 5 |

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- {No Data Entered}

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

| O. No. | OUTCOME NAME |
|--------|---|
| 1 | Characterize the positive personality traits of 4-H youth compared to non 4-H youth. |
| 2 | Percentage of 4-H club members who show improved leadership skills. |
| 3 | Number of community projects initiated by participants enrolled in Rural Leadership North Dakota. |
| 4 | Percentage of youth who increase their knowledge of or confidence in their gardening skills. |

Outcome #1

1. Outcome Measures

Characterize the positive personality traits of 4-H youth compared to non 4-H youth.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Percentage of 4-H club members who show improved leadership skills.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Number of community projects initiated by participants enrolled in Rural Leadership North Dakota.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 23 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Rural Leadership North Dakota (RLND) is an 18-month leadership development program for anyone who wants to learn how to help improve his or her organization, business, farm or ranch operation, or community. Participants have greater knowledge in regards to project assessment and management. They have learned how to build consensus and bring all parties to the table when making community decisions. Because of these skills, communities have benefitted from more effective decision making processes and knowledgeable leaders. Participants consider themselves leaders and are empowered to make a difference in their communities.

What has been done

RLND Class V participants self-selected a community or organization project when they started the program in December 2011. Participants have been working on completing the project over the past year. Participants selected a project that they were passionate about and that filled a need in their community or organization.

Results

One RLND participant purchased and opened a restaurant that had been closed for over a year. The participant and his family remodeled the interior of the restaurant and opened it the end of June 2012. The plan is to operate the restaurant on a seasonal basis from April to December of every year, employing 5-6 individuals from the community.

Another project was to raise funds to purchase a newer fire truck for the community. The RLND participant was successful in raising the funds needed to purchase the fire truck in the fall of 2012.

A third project involved developing a marketing plan for a community in western North Dakota. The RLND participant is partnering with a company to create a DVD about the community and the changes that have taken place over the past few years due to the discovery of oil in the Bakken formation.

4. Associated Knowledge Areas

| KA Code | Knowledge Area |
|----------------|--|
| 803 | Sociological and Technological Change Affecting Individuals, Families, and Communities |

Outcome #4

1. Outcome Measures

Percentage of youth who increase their knowledge of or confidence in their gardening skills.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

| Year | Actual |
|-------------|---------------|
| 2012 | 24 |

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Food is getting very expensive. Many families have lost the skills or desire to grow their own food. Many of them also do not know how to prepare and make use of fresh vegetable, and there is little awareness of how affordable home raised vegetables are and what can be done with the excess.

What has been done

The Junior Master Gardener program teaches youth to take an active role in serving others and making their schools and communities stronger, better places. Giving time and effort to others while learning a great deal in the process is the foundation of what being a Junior Master Gardener is all about. Youth were taught in container gardening, gardening in small places, soil analysis and testing, and where to get information.

Results

The Junior Master Gardener program provided training to an estimated 3,500 youth in 46 projects from 35 counties in North Dakota.

Post-training Survey Indicated:

- 25% increased their knowledge about fertilizer and how it works
- 28% increased their knowledge about how plants use slow release fertilizer
- 24% indicated that they have confidence in growing plants
- 81% had success in keeping their tomato alive
- 74% had plants that produced tomatoes
- 37% had problems that they went to someone for information

A sampling of the evaluations from JMG project coordinators indicated about 80 percent of the projects involving vegetable gardening included some donation of the produce to a food bank, shelter, school, or families in the community. Most felt the practice of participating in gardening will help the students in school, particularly in math and science.

The JMG programs provided some participants with their first experience with gardening in the program, hopefully leading to a sustainable interest which positively impacts them for a lifetime.

Qualitative comments included:

"Most of our produce over the summer has been donated to the Senior Citizen Center, where it is used in the noon menu and also distributed to the Senior Citizens. We also deliver to several senior citizens that do not go to the Center. We also donated to two families that are receiving special help through social services."

"I thought when you put out those small planters that they could never produce anything of significance - boy, was I wrong! We pick tomatoes every day."

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Economy
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

Despite a strong economy and low unemployment, the Junior Master Gardener program is valuable to low income familoies in North Dakota. Thr programs for youth also target Native Americans, New Americans, and minority youth.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

RLND participants attended five seminars over the past year. The evaluation showed a relative increase in learning on the 20 objectives (four objectives for every seminar) that ranged from 24% to 160%.

Key Items of Evaluation