

V(A). Planned Program (Summary)

Program # 8

1. Name of the Planned Program

4-H 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
608	Community Resource Planning and Development	2%		100%	
806	Youth Development	98%		0%	
	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	65.0	0.0	0.0	0.0
Actual Paid Professional	95.7	0.0	0.7	0.0
Actual Volunteer	56.6	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
2140000	0	2327	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2140000	0	2327	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
8965000	0	12869	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

30 - VMS - Recruit, orient and train adult volunteers to serve as club and project club leaders and to assume leadership on committees who plan and coordinate local and county activity and events.

30 - CMS - Increase the number of 4-H project clubs or project groups within community clubs.

20 - LCD Impact Team - Recruit and train teams of youth and adults, who work in partnership to identify, organize, conduct and evaluate a service learning project which will benefit the community.

27 - EE Impact Team - Provide training and materials for initiating and maintaining teams of youth and adults committed to sharing and promoting environmental education concepts through service learning.

30 - OMK - Train and recruit educators and volunteers to create public awareness of issues affecting military families.

28 - STEM - Provide training and materials for initiating and maintaining teams of youth and adults committed to sharing and promoting STEM concepts through service learning.

30 - All other - Establish, develop, and maintain new and ongoing youth development programming, events, and support materials.

2. Brief description of the target audience

Youth, children, parents, teachers, youth and adult volunteers, middle to low income families; race and ethnicity will also be recognized as an identifier of audiences; caretakers, agencies and service providers, schools, policy makers

3. How was eXtension used?

Within the Companion Animals and STEM areas specialists have served to develop a community of practice and have served as expert reviewers. A new community of practice related to Environmental Education is currently being developed. The eXtension link was added to the Oklahoma 4-H website. Two specialists participated in an eXtension conference and one served as an "Ask an Expert" contact for Shooting Sports and Prescribed Fire community of practice. An eXtension training was conducted for County Extension Directors.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	7050	0	544605	0

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	158	2	160

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Web-delivered curriculum - lessons developed and tested

Year	Actual
2012	125

Output #2

Output Measure

- Educational trainings offered for volunteers and staff

Year	Actual
2012	345

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Certified participants will manage local programming
2	Caring and qualified adults will prepare youth for successful lives as community leaders and contributing citizens
3	The number of active 4-H project clubs and project groups.
4	Project curriculum in support of Mission Mandates
5	Youth will develop a well rounded understanding of mental and emotional health obtained through project work and activities which encourage healthy life style choices - camping, recreation, shooting sports, fitness, safety, hobbies and creative pursuits through the arts.
6	Youth and adults work in partnership to identify and solve/resolve community needs and environmental issues through an organized and executed plan of action.
7	Youth will learn to make healthy lifestyle choices through the use of curricula and educational materials.
8	Increased number of collaborations with youth organizations
9	Participant teams will increase knowledge of Oklahoma natural resources and environmental stewardship.
10	Participants in livestock programs will focus on acceptable animal husbandry practices, demonstrating knowledge about animal health, breeding, production, marketing and meat science while being conscientious about product quality assurance, animal welfare/well-being and protection and effects on the environment.
11	Participants will increase knowledge and awareness of STEM technologies and career opportunities.
12	Participants will increase knowledge and awareness of plants and soil systems.
13	Increase knowledge and awareness of entomology.
14	Companion animal programs will focus on animal welfare and human-animal interaction.
15	Military families receiving support through 4-H partnerships will increase their use of local support networks

Outcome #1

1. Outcome Measures

Certified participants will manage local programming

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	49783

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Positive Youth development occurs when volunteers are properly oriented and equipped with appropriate tools to serve as positive role models. Volunteer adults and teens serve as positive role models and mentors and lead 4-H clubs, thus allow 4-H to reach more youth than could be achieved by paid staff alone.

There is a growing body of research showing that youth who feel safe, valued and connected to caring adults are more likely to be positive about life, engaged in school and emotionally healthy; they also are less likely to participate in destructive or delinquent behavior (Ferber et al. 2005).

Additionally, in a recent study of Positive Youth Development by Tufts University, 4-H youth that participate in programs that incorporate the Five Cs: Competence, Confidence, Connection, Character, and Caring when compared to other youth were:

-Two times more Likely to spend time exercising or being physically active;

-Two times less likely to engage in drug use;

-Two times less likely to use cigarettes or drink alcohol

-Nearly two times more likely to attend college (Lerner et al. R. 2012).

It is almost certain that most 4-H Volunteers and 4-H Educators consider Positive Youth Development as their top priority for 4-H clubs and groups. However, many 4-H Volunteers have not received in depth training on what elements are needed to foster positive youth development or the skills needed to ensure they provide those elements.

What has been done

Due to an emphasis on certified volunteers working with youth with an emphasis on Positive Youth Development, a survey was conducted among youth participants from selected counties in the state. 425 youth completed surveys related to Positive Youth Development and overall indicated that they were performing well in school, making good health choices and overall felt good about themselves. Overall the youth were civically engaged with a desire to make the world

a better place and they were concerned about the welfare of their peers.

Results

A group of 205 4-H program participants, ages 9-12 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 56% female and 44% males and most lived in rural areas or small towns. Most had been in 4-H for only 1-2 years and most were in grades 4-6. The majority were white (59%) with Native Americans being the second most represented group at 20%.

In the PYD section the youth were asked to compare themselves to their peers and determine if they identified with a positive or negative attribute. The survey found that the 4-H members generally (90% of them) felt they had a lot of friends. They also tended to be happy with their height and weight and were overall "happy" with themselves most of the time. Most did not feel they were necessarily better than their peers at sports but were usually more dedicated to doing well at their school work, but did not perceive that they were less inclined to make bad choices at times. Furthermore, of those in the survey:

87% said that all in all I am glad I am me

76% feel it is important to make the world a better place

73% felt it was quite to extremely important to take responsibility for their actions when they make a mistake or get in trouble

64% enjoy being with people who are of a different race than themselves.

83% said that when they see someone being taken advantage of, "I want to help them".

86% said that when they see someone being picked on "I feel sorry for them".

85% indicated that if they see another person who is hurt or upset, "I feel sorry for them".

69% of the student (89% in public school) said they feel they get a lot of encouragement at school.

83% indicated they feel useful and important in their family

64% of the respondents said the adults in their town make me feel important.

85% said they feel their friends are good friends.

A group of 217 4-H program participants, ages 13 - 19 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 59% female and 41% males and most lived in rural areas or small towns. Most had been in 4-H for 5 or more years and most were in grades 8-12. The majority were white (61%) with Native Americans being the second most represented group at 19%.

In the PYD section the youth were asked to compare themselves to their peers and determine if they identified with a positive or negative attribute. The survey found that the 4-H members generally (93% of them) felt they had a lot of friends and were doing well in school.

They also tended to be generally "happy" with themselves most of the time, but were not necessarily content with their looks. Most did not feel they were necessarily better than their peers at sports but were usually more dedicated to doing well at their school work, but did not perceive that they were less inclined to make bad choices at times. Furthermore, of those in the survey:

89% said that all in all I am glad I am me

70% feel it is important to make the world a better place

76% felt it was quite to extremely important to take responsibility for their actions when they make a mistake or get in trouble

63% enjoy being with people who are of a different race than themselves.

74% said that when they see someone being taken advantage of, "I want to help them".

81% said that when they see someone being picked on "I feel sorry for them".

78% indicated that if they see another person who is hurt or upset, "I feel sorry for them".

63% of the student (88% in public school) said they feel they get a lot of encouragement at school.

80% indicated they feel useful and important in their family

-59% of the respondents said the adults in their town make me feel important.

-84% said they feel their friends are good friends.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

Caring and qualified adults will prepare youth for successful lives as community leaders and contributing citizens

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	4762

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth development programs prepare young people to meet the challenges of adolescence and adulthood through a structured, progressive series of activities and experiences. In turn youth develop social, emotional, ethical, physical and cognitive competencies.

What has been done

County, district and state staff recruit, orient, train, utilize and manage adult volunteers who provide leadership to local, county, district and state programming. Extension professionals work in partnership with volunteers to develop the human, social and political capitol of young citizens.

County Extension educators reported well over 23,000 contacts where youth and adults were involved in citizenship activities or projects.

Results

4-H Youth Development addressed the broader developmental assets which all children and youth need - such as safe places (880 4-H clubs and 227 project clubs) and activities (1000+ 4-H events); opportunities for developing good physical and mental health (24,382 youth); marketable skills (43,000 youth); and opportunities for service and civic participation (133,521 volunteer hours of service). Valued at \$17.49 per hour for their time that is a \$2.3M contribution.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

The number of active 4-H project clubs and project groups.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	1107

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Record book evaluations indicate that fewer 4-H members are doing work in projects for a sustained period of time. As a result they may be experiencing a decline in life skill development. Furthermore, positive youth development research has shown that youth gain the greatest benefit from an experience when there is long-term contact with a caring and significant adult.

What has been done

Training was done in all 4 Extension Districts for staff regarding their own professional development. Curriculum In-service was conducted for 68 professional educators along with nearly 300 certification and other training sessions for staff and volunteers.

Results

There were over 40,000 youth involved in 880 community clubs and 227 project clubs in 2012. While there was a goal increasing enrollments and the number of clubs, which was not realized, there continues to be progress in better managing 4-H project and club work. A new 4-H enrollment system is nearly fully implemented which will allow specialists to better communicate with volunteers and parents about specific 4-H opportunities. It will also allow county staff to more

effectively sort membership data and to send specific content information to youth enrolled in specific projects. It is hoped that by doing so we will see increased participation and future growth in the number of project clubs operating in the counties. This is important because research has shown that the best opportunities for positive youth development occur when youth have long term relationships with caring and significant adults.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Project curriculum in support of Mission Mandates

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	14

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

OCES has a goal of providing current research based information to its program users.

What has been done

4-H training was offered for volunteers, staff, and members related to the Health, STEM and leadership mandates via staff in-services, conferences, and workshops

Results

A curriculum, Get Fit 4 Life, was developed. There are 9 lessons and have been used extensively by staff and volunteers and was part of the curriculum used by educators and reported in the Health Outcome (Outcome 5).

Over 2,000 youth participated in Healthy Living projects as a result of programs supported by the a Walmart Healthy Living grant. Display and hands-on activities were conducted at OCES Day at the Oklahoma Youth Expo and Septemberfest, both are opportunities to promote 4-H.

Summer camps were conducted related to the science topics for staff, volunteers and youth. Grant were offered to county staff in science and health related topics.

Over 1000 4-H contacts were made to volunteers, staff and members using new 4-H curricula.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Youth will develop a well rounded understanding of mental and emotional health obtained through project work and activities which encourage healthy life style choices - camping, recreation, shooting sports, fitness, safety, hobbies and creative pursuits through the arts.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	63

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research indicates that youth who spend constructive time out of doors, engaged in physical activity and use their minds for creative pursuits and problem solving demonstrate stronger mental and physical health.

The rural state of Oklahoma averages more than 14 ATV-related deaths each year and ranks between 15th and 20th in the nation in ATV fatalities over the past few years. Oklahoma also has one of the nation's highest rates of injury for those 16 and under. Close to 90% of ATV crashes in Oklahoma occur with drivers under age 16 driving an adult sized ATV. Over the past four years 347 patients were admitted to the OU Medical Center Trauma One Hospital alone with ATV-related injuries. Recent research demonstrates that children under the age of 16 continue to suffer a disproportionate share of injuries. They do not wear a helmet or proper riding gear and they fail to receive formal ATV training.

An extensive body of literature has demonstrated that targeted safety education can result in

behavior change that translates to fewer injuries. The Oklahoma State University Cooperative Extension Service, through the 4-H Youth Development Department and the Oklahoma 4-H Foundation along with ATV Ride Safe Oklahoma, is committed to the development and delivery of a quality statewide 4-H ATV Safety education program.

What has been done

Oklahoma 4-H conducted at least 63 state level events, workshops and or encampments that had an education goal of improving participant health. Some had a physical health component, some emotion or social impact, and others were primarily safety oriented.

Events include: state shooting sports events, day camps, State 4-H Roundup; reached over 25,000 youth. Additionally about 30 county or multi-county camps were conducted, reaching over 60,000 youth.

Oklahoma State University 4-H Youth Development was a key partner in the development of ATV Ride Safe Oklahoma. This joint initiative is led by Oklahoma State University Cooperative Extension Service 4-H Youth Development, The Children's Center, and Trauma One Injury Prevention at OU Medical Center. The goal is to provide safety education and injury prevention information as related to all-terrain vehicles (ATVs). Other partners include the Oklahoma State Department of Health, Oklahoma Safe Kids, Tulsa Safe Kids, Oklahoma Farm Bureau, Oklahoma Emergency Medical Services for Children and other local/community organizations.

A team of 16 educators were trained to conduct in school short courses on ATV safety as well as more in-depth hands-on rider course. ATVs continue to be a leading cause of head injuries and deaths to adolescents and youth. Oklahoma assumed leadership for the National 4-H ATV education and grant program in 2012 from National 4-H Council. As a result Oklahoma is providing support to 9 other states in the ATV safety effort

Results

In a survey of over 800 adolescents, youth who participated in 4-H healthy living programs were inclined to know and implement good health and safety practices.

Preliminary work by Oklahoma State University Cooperative Extension Service 4-H Youth Development and support from the above organizations has established the foundation for an ongoing dissemination of high impact educational materials and programs designed to reach children and families in communities where ATV use is common. These efforts, which include both classroom and critically important practical training, specifically target subpopulations that are at particularly high risk for ATV injury and have the potential to have meaningful impact on the knowledge, attitudes and behaviors of ATV users in Oklahoma.

Oklahoma State University currently has 17 trained educators that are ATV Safety Institute licensed instructors to deliver the ATV Safety Institute ATV RiderCourse in each of our four statewide OSU Extension districts. We are in the process of identifying and training an additional 8 ASI Instructors. As you are aware, the 4-5 hour ASI ATV RiderCourse conducted by licensed ATV Safety Institute Instructors offers youth (in class sizes of four to eight students based on age) an opportunity to increase their safety knowledge and to practice basic riding skills in a controlled environment under the direct supervision of a licensed Instructor. The RiderCourse includes pre-ride inspection, starting and stopping, quick turns, hill riding, emergency stopping/swerving and riding over obstacles. Participants also learn about protective gear, local regulations, places to

ride and environmental concerns.

Since the implementation of our program in the late spring of 2012 we have reached over 4,200 youth with two or more hours of classroom ATV safety education, 626 plus youth have completed the ATV Safety Institute's online ATV Safety E-Course, 400 plus youth have completed the national 4-H Treadsylvania ATV Safety online educational game and 300 plus youth have received their ATV Safety Institute RiderCourse Certification by completing the 4-5 hour hands-on ATV Safety Institute RiderCourse program taught by our OSU licensed ATV Instructors. Oklahoma had 11 4-H youth participate in the 2012 National ATV Safety PSA "Do the Ride Thing Contest" receiving four of the nine national awards. Our ATV Ride Safe Oklahoma team has seen over 220,000 youth and adults at events such as the Oklahoma Sports and Health Festival, Septemberfest at the Oklahoma Governor's Mansion, Oklahoma State Wildlife Department Expo, state FFA Convention, state 4-H Youth Roundup, state Injury and Prevention Conference, state Agricultural/Farm shows and state and county fairs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #6

1. Outcome Measures

Youth and adults work in partnership to identify and solve/resolve community needs and environmental issues through an organized and executed plan of action.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	260

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Stakeholders value programs that involve youth and adult partnerships that address real life community needs. Local youth have mapped storm shelters, illegal dumpsites, and established gardens to improved the quality of life for citizens

What has been done

Counties identified needs related to health and wellness, environmental needs, and infrastructures. At least 11 counties created community gardens and farmer's markets. Over \$70,000 in mini-grants were provided to implement local programs. Fourteen teams of youth and adults (260) at the county and club levels identified needs related to health and wellness, the environment, as well as community and county infrastructures. Eleven county teams/60 participants created community gardens.

Youth in Murray, Texas and Washita Counties have established farmer's markets.

Results

Educators have indicated an increase in visibility of OCES, members have gained new knowledge and skills in problem solving. Additional examples related to STEM included in Outcome #11

A group of 217 4-H program participants, ages 13 - 19 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 59% female and 41% males and most lived in rural areas or small towns. Most had been in 4-H for 5 or more years and most were in grades 8-12. The majority were white (61%) with Native Americans being the second most represented group at 19%.

On a series of questions related to environment and resource management, the respondents tended to identify with some practices that were environmentally friendly or responsible. They indicated their families tended to recycle their trash, and as teenagers they turn the water off when brushing their teeth and many said they drink from a glass or a reusable bottle. While they indicated they had an appreciation of things in nature like forest and the outdoors many said they did not give much thought to these things and did sometimes throw trash on the ground.

Also, over 90% of the youth reporting on a Youth Engagement Attitude and Knowledge (YEA) survey indicated:

- an increase in knowledge when problem solving
- an ability to collect information and use past knowledge
- and expressed their own ideas when problem solving.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #7

1. Outcome Measures

Youth will learn to make healthy lifestyle choices through the use of curricula and educational materials.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	12241

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Oklahoma ranks as the 47th least healthy state with factors such as obesity, smoking, substance use, and risk factors associated with family breakdown. According to the 2007 State of the State Report, Oklahomans are below average or failing in several indicators of good health. As a State, our citizens tend to not eat enough fruits and vegetables each day. Many citizens are overweight or obese; get little or no physical activity and too many Oklahomans use tobacco. Diabetes, high blood pressure, high blood cholesterol, stroke, heart disease, asthma, lung cancer - these are all negative consequences of the unhealthy lifestyles Oklahomans are living.

What has been done

In 2011-12 through a Walmart Foundation grant 36 projects were carried out related to Health. One of those was the 4-H Food Showdown which is exploding in popularity. In 2012 the first state contest was conducted in Food and Agriculture Products Center at OSU with 11 qualifying teams competing. Training related to curricula was provided for educators, volunteers and members in: Food Showdown, Health Rocks, Bullying, Fuel-up to Play 60, Farm to You, Kids Cows and More, and Hobbies and Collectables.

Results

Within the Health project areas, when 217, 13+ year olds were asked to compare themselves against peers they indicated that they did not always practice the things they knew. The respondents said they often did not like to eat fruits and vegetables but prefer foods/drinks higher in fat, sugar and salt. Yet most indicated they like to eat dairy products like milk, cheese and yogurt.

As is true of most teens, this group was heavily engaged in social media and would prefer that over planning and preparing food, indicating that they sometimes have trouble balancing healthy choices of good food and drink choices, physical exercise, developing hobbies and making good social decisions.

In a larger survey of Oklahoma youth involved in a 4-H Council / Walmart Healthy living grant project, of 800 surveyed, over 90% indicated they had learned how to make better health choices as a result of being involved in 4-H programs related to foods, nutrition and health.

In a similar survey of 217 teens involved in 4-H, ages 13 - 19 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 59% female and 41% males and most lived in rural areas or small towns. Most had been in 4-H for 5 or more years and most were in grades 8-12. The majority were white (

61%) with Native Americans being the second most represented group at 19%.

In the PYD section the youth were asked to compare themselves to their peers and determine if they identified with a positive or negative attribute. The survey found that the 4-H members generally (93% of them) felt they had a lot of friends and were doing well in school.

They also tended to be generally "happy" with themselves most of the time, but were not necessarily content with their looks. Most did not feel they were necessarily better than their peers at sports but were usually more dedicated to doing well at their school work, but did not perceive that they were less inclined to make bad choices at times. Furthermore, of those in the survey:

89% said that all in all I am glad I am me

70% feel it is important to make the world a better place

76% felt it was quite to extremely important to take responsibility for their actions when they make a mistake or get in trouble

63% enjoy being with people who are of a different race than themselves.

74% said that when they see someone being taken advantage of, "I want to help them".

81% said that when they see someone being picked on "I feel sorry for them".

78% indicated that if they see another person who is hurt or upset, "I feel sorry for them".

63% of the student (88% in public school) said they feel they get a lot of encouragement at school.

80% indicated they feel useful and important in their family

59% of the respondents said the adults in their town make me feel important.

84% said they feel their friends are good friends.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #8

1. Outcome Measures

Increased number of collaborations with youth organizations

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	13

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

All youth serving agencies have similar goals to reach as many youth as possible and with decreased resources all must work together to maximize their impact and reach without program duplication.

What has been done

Working with Red Earth Inc. in the development of environmental/science based lesson plans tied to Native American Culture; established 4-H mentoring projects with three tribes and with the Latino agency, a master volunteer conference was conducted in the Oklahoma City metro to strengthen volunteers for various youth serving agencies, worked with 5 military installations, Continued to work with FFA, public schools, and YMCA and Scouts.

Results

Over \$300,000 in grants were obtained through the dept of juvenile justice for mentoring programs in six sites. Through the companion animal program efforts new collaborations have been established or enhanced with the Veterinary Medicine College, the Oklahoma City and Tulsa Zoos. We have also collaborated with Oklahoma State University athletic department and the University of Oklahoma athletic department on game days and the Oklahoma State University Wellness Center.

We worked with the Oklahoma City Latino Agency, Schools in Calvin, OKC, Stonewall, Stuart, Broken Arrow, Riverside Indian, Cherokee Emersion, along with the Cherokee, Chickasaw, Creek, and Choctaw Nations in mentoring programs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #9

1. Outcome Measures

Participant teams will Increase knowledge of Oklahoma natural resources and environmental stewardship.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
------	--------

2012

0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Participation in competitive events is proven to increase life skills such as decision making and critical thinking while enhancing teamwork and cooperation.

The 4-H natural resource programs are designed to assist young people in personal development, the establishment of personal environmental ethics, and the exploration of life-long vocational and avocational activities. The program uses experiential learning and positive interactions with youth and adult role models to help young people develop self-concept, self-assurance and a positive self-image.

The content provides a framework of knowledge and skills for lifetime participation in recreation, hobbies and careers related to shooting sports and wildlife. Core concepts stress safety, ethical development, personal responsibility and life-time recreational skills.

What has been done

?The outcome to determine an increase in participant knowledge was not realized. A survey was done but the number of responses was not large enough to be meaningful; however, work with families on the economic impact of the Shooting Sports has the potential for future impact assessment in 2013-14.

-A study was begun to determine the economic impact of 4-H shooting sports events on the Oklahoma economy. Looking as a series of state-level events, participant families are asked to list the cost of travel, supplies, meals, etc associated with participating in an event.

-Training was provided in Forestry, Shooting Sports, Wildlife, Range, Water, Homesite and Land judging.

-While most of the youth involved in SS would likely not become delinquents, however some may be inclined to become involved in at risk behaviors if not involved in programs that encourage discipline and positive role models. The estimated cost to keep one juvenile delinquent housed in a correctional facility is close to \$55,000 per year. In a survey of youth and families in Texas, the estimated cost for a youth to participate in 4-H shooting sports was about \$4,320 a year.

-Nearly 1000 youth competed in one or more state-level shooting sports contest. Each of these youth had received a minimum of 8 hours of instruction before competing.

Results

Preliminary economic impact data for one event indicated that off the families who participated in the survey (about 50% of all who actually competed in the event) spent over \$22,000. This was a value of \$76 per person. This was the smallest of the 12 state-level shooting sports events, indicated that they total impact will be very significant.

Over 30 4-H youth represented Oklahoma at national contests in Shooting Sport, WHEP and forestry. 46% of the youth who attended the WHEP contest were involved in service learning projects engaging them in their communities.

Over 5,400 youth are enrolled in the Shooting Sports and they need trained volunteers to instruct them regarding safe use of sporting arms, environmental ethics, and sportsmanship. In 2012, 68 new volunteers were trained and began working with youth in clubs.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #10

1. Outcome Measures

Participants in livestock programs will focus on acceptable animal husbandry practices, demonstrating knowledge about animal health, breeding, production, marketing and meat science while being conscientious about product quality assurance, animal welfare/well-being and protection and effects on the environment.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	13000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Youth need to learn acceptable animal husbandry practices, to demonstrate knowledge about animal health, breeding, production, marketing and meat science while being conscientious about product quality assurance, animal welfare/well-being and protection and effects on the environment.

What was done

What has been done

Collaborating with the Oklahoma and National Pork Councils educators continued and expanded the use of the Pork Quality Assurance Plus (PQA Plus) youth education and youth certification program; and work was done by state staff and the National Pork Board for a revised PQA curriculum with an emphasis on animal welfare.

In collaboration with the Oklahoma Beef Council a new Youth Beef Quality Assurance curriculum is being developed and will be implemented for 4-H and FFA in 2013.

A new veterinary science curriculum is being developed.

A group of 205 4-H program participants, ages 9-12 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 56% female and 44% males and most lived in rural areas or small towns. Most had

been in 4-H for only 1-2 years and most were in grades 4-6. The majority were white (59%) with Native Americans being the second most represented group at 20%.

Within the Agri- Science project areas, when 9-12 years olds were asked to compare themselves against peers:

- They more often knew food comes from the farm to the dinner plate. They better knew how to take good care of their pets and/or livestock by feeding them and meeting their other needs
- Within these age groups, most were setting goals but have not thought much about trying to reach a goal.
- They tended to more closely identify with their peers when it came to topics like:
 - The importance of caring for things in nature.
 - The degree to which they like science and want to learn more about it.
 - Doing what they have to do or are told to do.
 - Most also had dreams of going to college.

A group of 217 4-H program participants, ages 13 - 19 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 59% female and 41% males and most lived in rural areas or small towns. Most had been in 4-H for 5 or more years and most were in grades 8-12. The majority were white (61%) with Native Americans being the second most represented group at 19%.

- Within the Agri-Science project areas, when teens were asked to compare themselves against peers, they more often knew food comes from the farm to the dinner plate but about as many teenagers know food comes from the grocery store but aren't sure how it got there.
 - Most of the teenagers think it is important to take care of things in nature and some teenagers know how to take good care of their pets and/or livestock by feeding them and meeting their other needs, about half of the respondent teenagers don't really care much or have not thought much about the needs of animals.
- The teens said they tended to identify with teenagers who do not see much need in knowing any science. Most had given little thought to how things work and find learning more boring. About half of the teens said they tended to set goals and about half did not; however, most like to keep records or know what they have done. Furthermore they plan to go to college and get a degree.

Results

Approximately 7000 youth 8-18 years of age in both 4-H and FFA programs were certified in the PQA Plus program as part of their county pork project and enabled them to show at the Oklahoma Youth Expo and the Tulsa State Fair. As a result of this program there has been a decrease in stress related deaths in exhibition animals and a more marketable meat product.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #11

1. Outcome Measures

Participants will increase knowledge and awareness of STEM technologies and career opportunities.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	49

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The US is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts. Only 18% of US high school seniors are proficient in science (NAEP, 2005). Oklahoma 4-H is combating this issue by teaching youth about STEM.

What has been done?

The US is falling dangerously behind other nations in developing its future workforce of scientists, engineers, and technology experts. Only 18% of US high school seniors are proficient in science (NAEP, 2005). Oklahoma 4-H is combating this issue by teaching youth about STEM.

What has been done

Oklahoma's main vehicle for educating youth about science, technology, engineering, and math has been the 4-H STEM Institute. For 2012, this program included, digital media, robotics, iGreen (Environmental Projects, and Alternative Energy. The STEM Institute was designed to train teams of youth and adult in the use and application of technology. These teams were then charged with the tasks of applying their technology specialty to a community service project or the development of a special project club. Once their project is established or complete the team was then expected to go teach other youth about their program and their technology.

Results

Digital Media (4 Counties, Jackson, Latimer, Payne, and Washita)

Four teams of youth and adults were trained in digital media. These teams were expected to create digital media with the intent of creating awareness of an issue affecting youth.

Geospatial projects are about teaching youth how to think spatially. This is done by training them in GPS/GIS. Once trained, the teams of youth and adults are expected to apply the GIS technology. Comanche county mapped their local Holiday light display their map is being used to

by the light committee to plan next year's event. The group plans to map next year's light trail and share it with the public.

The STEM Robotics training is designed to help groups of youth and adults begin their own robotics clubs to teach engineering to participating youth. From the 2012 training four new clubs were started and the educational programs of 5 previously existing clubs were enhanced.

TechXcite is a recently developed Engineering curriculum that is designed for middle school aged students. OK4-H was fortunate to receive a sub-grant from Duke University to pilot these materials. 12 Counties enrolled in the program with a total of 30 sites of a minimum of 18 students each. In 2012 these groups were formed and have begun pilot testing the program. Further program development and evaluation will be conducted in 2013.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #12

1. Outcome Measures

Participants will increase knowledge and awareness of plants and soil systems.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	14578

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Plants are vital to life on earth. They improve air and water quality, control erosion, provide food and medicine for animals, and have great aesthetic value as well. Children involved in plant science projects increase their agricultural literacy and generally become healthier through physical activity and increased knowledge of healthy eating.

What has been done

The OSU Department of Horticulture and Landscape Architecture and the OSU Department of Plant and Soil Sciences have facilitated plant and soil education for youth in Oklahoma through many activities, productions, and programs. Both departments have sponsored residential academies for youth to experience career-related activities in the plant sciences, hosted judging contests at the state fairs, provided workshops for youth and adults at conferences across the state, and have visited individual classrooms and youth groups throughout the state. Activities in 2012 include:

Presentations about Junior Master Gardener (JMG) - Oklahoma Environmental Education Expo (OKC Zoo), Encylomedia (State Dept of Education), Career Tech, Ag in the Classroom state conference (OKC)

College/Career day presentations - Stillwater Area Career Fair, OSU Up-Close, Payne County Career Paths Expo

Educational workshops - 50-hour Junior Master Gardener day camp at OSU Botanic Garden, 8-hour JMG, OKC, 2 workshops at State 4-H Roundup

Presentations to Youth - Richmond Elementary (Stillwater, OK), Outdoor Day in Mitch Park with Edmond middle schoolers, Women in Science conference for Oklahoma female youth (Science Museum Oklahoma). Kids Kows and More - 2 days Tulsa and 1 day Stillwater, Ag Day at the Capitol, H2O Water Festival, Outdoor Day Sangre Ridge Elementary, Nature Camp (Stillwater) 2-Ag Days Moore Elementary, Grandparent University.

Productions - 1 episode for "Oklahoma Gardening" TV show

Contests - FFA Career Development Events (nursery/landscaping, agronomy), Oklahoma State Fair, Oklahoma/Arkansas State Fair (Ft. Smith, AR), Tulsa State Fair

Residential Camps "Tomorrow's Undergraduates Realizing the Future (Camp TURF)" - 2 weeks of career-related activities for 25 first-generation college students from Oklahoma high schools), Plant Science Academy

Results

There was an increase in the number of registered Junior Master Gardener groups over previous years (12 new groups in 2012, 8 new groups in 2011, 5 new groups in 2010; 1 new group in 2009).

There was an increase in the number of 4H youth participating in the Oklahoma State Fair horticulture judging contest 58 in 2012, 47 for 2011; 42 in 2010; 38 in 2009).

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #13

1. Outcome Measures

Increase knowledge and awareness of entomology.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	300000

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Entomology education has a vital impact on agriculture, human and animal health, and preservation of the environment.

What has been done

200 presentations to over 300,000 people allowed the opportunity to observe, study, and directly interact with these animals can have a life-long impact on patrons including: 1) increasing awareness of the vital roles all animals play in the environment and ecological cycles on Earth, 2) breaking down irrational myths and fears commonly held regarding these animals, and 3) fostering a feelings of stewardship, influence, and personal responsibility that will make them better citizens and more caring people.

Results

Each year, many thousands of Oklahomans are educated on the truth and myths surrounding arthropods through the Insect Adventure program.

Participants in the Insect Adventure experience a great reduction in fear regarding the important group of animals called arthropods

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #14

1. Outcome Measures

Companion animal programs will focus on animal welfare and human-animal interaction.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	7039

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research studies show that pet ownership can have a positive impact on the quality of life of children by facilitating exercise, teaching responsibility/ compassion and promoting self-esteem.

What has been done

In order to facilitate leadership ideas into the companion animal program the Amazing Small Animal Program (ASAP) teen leader program was developed. This provides a strong base of support and idea sharing as well as providing the youth significant learning experiences and leadership opportunities. Teen leaders planned and conducted a statewide event, a 4-H Pet Fun Day with 75 youth participating.

Trainings have been provided to county educators, 4-H volunteers and daycare providers in proper care of pets and utilizing the pets as a tool for teaching children life skill development. Additionally, children have been given opportunity to show their competence at working with their pets at multiple events such as dog shows, pet fun days and rabbit shows.

A new small and companion animal parent survey has been developed and is under IRB review.

Results

75 volunteers, 20 educators and 50 day care providers received training on animal-human interactions. 89% of parents polled at the quad-county rabbit show indicated that involvement with small animal projects helped their children become better citizens. A training was conducted for new volunteers working with 4-H Dog Project clubs.

Youth and state 4-H programs have resulted in projects such as Humane Shelter Support through the making of toys, treats and blankets, participation in therapy dog programs, pet first aid, heartworm prevention, pet dental health and canine dog bite prevention as well as various ideas for local club meetings.

This group of teens provides new and fresh ideas for the program. This year they planned and conducted the first ever Oklahoma 4-H Pet Fun Day which included educational displays, knowledge bowls, collections for humane shelters, rabbit care workshops and dog training classes. Through this event 4-H ASAP members were able to practice their leadership skills through planning and organizing the event as well as teaching multiple workshops.

4. Associated Knowledge Areas

KA Code	Knowledge Area
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806 Youth Development

Outcome #15

1. Outcome Measures

Military families receiving support through 4-H partnerships will increase their use of local support networks

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2373

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Oklahoma National Guard amongst other branches are facing numerous and frequent deployments with 3,500 troops left in 2011 having been the largest deployment since the Korean War affecting individuals from all 77 counties. Military service members are deploying by the thousands at Ft. Sill and Tinker AFB annually. Military Kids that are affected by deployment are over looked and often put off as delinquent children, as a reaction to deployment stress in the school system, in rural counties, and urban communities. Raising awareness and keen sense of vigilance to the sensitivity of the issues facing military kids is important as to build a stronger, more focused, fighting military force and resulting in a safer America.

What has been done

A Speak Out Military Kids camp was conducted to empower military teens to express their stories and raise awareness of the issues facing military kids. RSG trainings and informational briefings were conducted to educate the Oklahoma communities and develop vigilance and understanding to develop support during the deployment cycle. A fund raising initiative with Frontier City and White Water Bay resulted in \$300 to the 4-H Foundation to be used for military kid support. Presentations were conducted to 4-H youth while preparing and fostering connection to military kids through the Hero Pack project.

Results

During 2012 the 4-H military partnership and the OMK initiative has reached 1,650 children and from the 4-H club grant allowed the opportunity to reach an aggregated total of 723 military children. Currently, there is a 4-H club on each activity duty installation to include McAlester Ammunition Depot, Fort Sill Army Post, Tinker Air Force Base, Vance Air Force Base, and Altus Air Force Base. A total of 1200 Hero Packs were assembled and distributed. All totaled youth focused programs were conducted reaching a total of 900 military related individuals.

Other Agencies involved as local partners with OMK: American Legion, State Dept of Education, Boys and Girls Clubs, Army and Air National Guard, Active Day Army Garrison Staff, Army Reserve, Navy Reserve, Air Force Reserve, Oklahoma National Guard.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

In 2010 4-H Oklahoma 4-H implemented a new 4-H enrollment system called ACCESS 4-H. While the new system will in time improve the accuracy of 4-H enrollment data it is anticipated that there will be fluctuations over the first couple of years due to enrollment corrections and adoption of a new reporting system.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

There was not a statewide 4-H evaluation done in 2012; however, several program evaluations were done as reported for various outcomes. Currently with new issues teams several tools are being tested for future use by field staff to consider the impact of 4-H. Currently 16 new web-based tools are under IRB review for use with 4-H members, volunteers and parents. These tools will measure Positive Youth Development and specific subject matter. The measures are part of the new NIFA 4-H Common Measures.

Within the **Health project areas**, when **217, 13+ year** olds were asked to compare themselves against peers they indicated that they did not always practice the things they knew. The respondents said they often did not like to eat fruits and vegetables but prefer foods/drinks higher in fat, sugar and salt. Yet most indicated they like to eat dairy products like milk, cheese and yogurt.

As is true of most teens, this group was heavily engaged in social media and would prefer that over planning and preparing food, indicating that they sometimes have trouble balancing healthy choices of good food and drink choices, physical exercise, developing hobbies and making good social decisions.

In a larger survey of Oklahoma youth involved in a 4-H Council / Walmart Healthy living grant project, of **800 surveyed, over 90%** indicated they had learned how to make

better health choices as a result of being involved in 4-H programs related to for foods, nutrition and health.

In a similar survey of 217 teens involved in 4-H, ages 13 - 19 years old, were asked to respond to a series of questions related to Positive Youth Development and some project related questions. The youth were 59% female and 41% males and most lived in rural areas or small towns. Most had been in 4-H for 5 or more years and most were in grades 8-12. The majority were white (61%) with Native Americans being the second most represented group at 19%.

In the PYD section the youth were asked to compare themselves to their peers and determine if they identified with a positive or negative attribute. The survey found that the 4-H members generally (93% of them) felt they had a lot of friends and were doing well in school.

They also tended to be generally "happy" with themselves most of the time, but were not necessarily content with their looks. Most did not feel they were necessarily better than their peers at sports but were usually more dedicated to doing well at their school work, but did not perceive that they were less inclined to make bad choices at times. Furthermore, of those in the survey:

- 89% said that all in all I am glad I am me
- 70% feel it is important to make the world a better place
- 76% felt it was quite to extremely important to take responsibility for their actions when they make a mistake or get in trouble
- 63% enjoy being with people who are of a different race than themselves.
- 74% said that when they see someone being taken advantage of, "I want to help them".
- 81% said that when they see someone being picked on "I feel sorry for them".
- 78% indicated that if they see another person who is hurt or upset, "I feel sorry for them".
- 63% of the student (88% in public school) said they feel they get a lot of encouragement at school.
- 80% indicated they feel useful and important in their family
- 59% of the respondents said the adults in their town make me feel important.
- 84% said they feel their friends are good friends.

Key Items of Evaluation