

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

#### Program # 6

#### 1. Name of the Planned Program

4-H Youth Development and Families

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
801	Individual and Family Resource Management	5%	10%	0%	10%
802	Human Development and Family Well-Being	15%	20%	0%	15%
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	30%	20%	0%	20%
806	Youth Development	50%	50%	0%	55%
	<b>Total</b>	100%	100%	0%	100%

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

#### 1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	30.0	16.0	0.0	2.5
Actual Paid Professional	31.0	15.5	0.0	1.0
Actual Volunteer	4.0	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
928459	690021	0	201565
1862 Matching	1890 Matching	1862 Matching	1890 Matching
928459	345011	0	100782
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 is a youth development educational program that is committed to assisting youth and adults in acquiring knowledge, life skills, and attitudes that will enable them to become self-directing, contributing, and productive members of society. Participants are youth ages 5-19 who are currently taking part in programs by Extension personnel in cooperation with volunteers. 4-H is characterized as being community centered, volunteer led, Extension staff supervised, research based, home and family oriented, publicly and privately funded and responsive to change.

The Youth and Family Development Program at SC State University provided youth with skills needed to become well-rounded students. The lessons covered included leadership, conflict resolution, stress and financial management, gardening, citizenship, healthy lifestyles, social skills and diversity. Also, programs were offered to adults that would assist them with their overall well-being. Some of the offerings included basic computer skills, nutrition information and opportunities for volunteering.

An 1890 Research project dealing with the effectiveness of community action research and professional development activities on classroom roles and partnerships of rural pre-service and in-service teachers was finalized. All participating teachers completed a Teacher Effectiveness Survey before training. The same scale was repeated at the end of training. The instrument was designed to determine the level of current knowledge of instruction the teachers brought to the setting. They were engaged in collaborative research and discussed digital video cases of exemplary activities in diverse rural settings. As a community of learners, all teachers were engaged in the following activities: 1) Developed culturally relevant lessons that included the use of the CARPD Intervention Model. Specific guidelines were required of teachers to describe evidence-based practices and activities including rural learners' needs, goals, assessment methods, resources and technology activities and their effects on rural low-achieving students in the I-95 Corridor Schools; 2) Discussed and applied classroom problems and also used the strengths and weaknesses of the solutions as community action research partners; 3) Used evidence-based instruction that created classroom artifacts related to skills, knowledge and dispositions using the Intervention Model; 4) Engaged in reflective discussion with partners to describe the group and individual experiences; and 5) Completed the Teacher Effectiveness and Teacher Utilization Survey.

### **2. Brief description of the target audience**

The target audience includes:

- a) All youth between the ages of nine and nineteen
- b) All youth between the ages of five and eight
- c) Parents and other adults interested in the development of South Carolina youth.
- d) 30-44 parent and young adult
- e) 45-64 Mature volunteer
- f) 65+ Grandparent and Senior Volunteer.
- g) Adult learners (college students)
- h) Teachers

### **3. How was eXtension used?**

eXtension was not used in this program

## **V(E). Planned Program (Outputs)**

### **1. Standard output measures**

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	1006	498585	75959	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
<b>Actual</b>	0	2	2

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

**Output Target**

**Output #1**

**Output Measure**

- Number of people participating in educational workshops conducted

Year	Actual
2012	75554

**Output #2**

**Output Measure**

- Total number of adult volunteers ( including non-Extension staff) trained in club, school enrichment, and special interest program delivery and management in all 4-H project areas.

Year	Actual
2012	1006

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

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

O. No.	OUTCOME NAME
1	Number of trained adult volunteers and staff, (including non-Extension staff) who teach subject matter and life skills to youth, meeting S.C. educational standards by utilizing National 4-H Cooperative Curriculum System (4-HCCS) curriculum materials as available
2	Number of youth who gain knowledge in leadership and citizenship project areas
3	Number of youth participating in service learning projects for the community and to improve themselves, and help others.
4	Number of youth who gain knowledge and skills about plants, livestock and/or pets.
5	Number of youth who develop knowledge and skills in science, engineering, and technology (including electricity, computers, pontoon classroom, etc.).
6	Number of youth gain knowledge in nutrition and fitness
7	Number of youth who gain knowledge in natural resources and shooting sports
8	Number of youth who develop and improve communication skills through speaking and debating

## **Outcome #1**

### **1. Outcome Measures**

Number of trained adult volunteers and staff, (including non-Extension staff) who teach subject matter and life skills to youth, meeting S.C. educational standards by utilizing National 4-H Cooperative Curriculum System (4-HCCS) curriculum materials as available

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	1006

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

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

There is a need for an effective system to develop volunteer trainers in 4-H Youth Development.

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

This year, 1006 volunteers were trained. These along with other volunteers taught others using approved curriculum materials.

#### **Results**

Volunteers were equipped for leadership roles and have made positive impacts and contributions in their communities and trained youth with new knowledge and skills. Adults contributed 19,778 hours of volunteer service, which represents a \$328,226 value of program support. Volunteers reported seeing significant improvement in the children's overall reading, writing, and math skills as well as the children's willingness to work together as a team to solve problems and make decisions. In addition, there were reports that the children's self-confidence and self-pride increased.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
806	Youth Development

## **Outcome #2**

### **1. Outcome Measures**

Number of youth who gain knowledge in leadership and citizenship project areas

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

- 1862 Extension
- 1890 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	7191

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

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

Youth have basic needs that include developing a sense that they are valuable contributing members of their family and community.

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

South Carolina 4-Hers participated in State Congress and statewide Ambassador Training, Senior Leadership Training, and Senior and Junior Teen Weekend to help them serve more effectively in their leadership roles at the club, county, regional, or state levels. Youth were empowered to actively engage in their communities and the world through a series of workshops on leadership, self-esteem, 4-H and conflict resolution. Over 6,000 youth were served in a combination of 449 workshops and activities.

1890 Extension coordinated a Citizenship Program which implemented 6 activities that included basic life skills, leadership, character education, self-esteem conflict resolution and service learning projects.

#### **Results**

Coordinators and volunteers have reported that youth are learning organizational and time management skills that will be useful as they enter college.

Eighty-seven percent of those in the 1890 Citizenship Program gained knowledge, while 71% indicated a willingness to adopt basic life skills principles and become a community leader among their peers. Several of the youth were involved in the Citizenship Washington Focus in Washington, DC.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
806	Youth Development

### **Outcome #3**

#### **1. Outcome Measures**

Number of youth participating in service learning projects for the community and to improve themselves, and help others.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	3146

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

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

Studies show that youth develop in areas of civic engagement, respect, and social responsibility through participating in service-learning projects. Service learning can also have a positive effect on students' ability to relate to culturally diverse groups (Fox, 2010).

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

Over 3146 youth provided leadership in service learning community projects.

##### **Results**

Examples of activities included: 4-H organized an effort for 123 girls to receive gowns and accessories to wear to prom, which was a saving of approximately \$24,000 for parents. Another group sewed caps and baked and distributed 125 loaves of quick bread for the homeless. Youth also collected for and donated food to DSS. Youth in the Historical 4H club collected World War II stories from veterans for the Library of Congress. Five veterans shared their war stories.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

806 Youth Development

#### **Outcome #4**

##### **1. Outcome Measures**

Number of youth who gain knowledge and skills about plants, livestock and/or pets.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	2305

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

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

Youth need opportunities to develop assets such as communication skills, organizational abilities, wise decision-making skills, independence, self-confidence and caring. They have opportunities for such development by participating in the 4-H Plants and Animals project.

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

Over 694 Plants and Animals programs were conducted reaching 2,305 youth. Youth in Clemson Extension 4-H programs are involved in hands on nature based programs such as Jr. Master Gardener, 4-H20, Dairy Heifer, Livestock, Barrow, Swine, Sheep, Beef, Poultry, Gardening, Goat, Horse, Rabbit and other plant and animal projects.

###### **Results**

4-Hers, through the 4-H Small Garden Project, earned some extra summer cash by selling tomatoes and other produce they raised at a local produce market. They planted and successfully cultivated three heirloom tomato varieties. They gained valuable skills as they kept financial records and collected samples for soil analysis. The youth were able to experience gardening, from soil and seed and from the market to the table. They learned about their community and were contributing members of it.

By competing in the shows and raising show animals, the youth learned valuable animal husbandry lessons in nutrition, genetics, reproduction, animal health, and handling techniques. Youth also were able to increase their ability to select good livestock and learned the responsibility needed to raise and manage these animals. Showing livestock also helps build confidence in the youth and teaches them responsibility.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #5

##### 1. Outcome Measures

Number of youth who develop knowledge and skills in science, engineering, and technology (including electricity, computers, pontoon classroom, etc.).

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	3347

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

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

Science and technology skills are needed if youth are to keep up with the rapidly changing knowledge-based and knowledge-transfer society. According to the Department of Labor's Employment and Training Administration, 80% of careers in the year 2012 will require some knowledge of geospatial technology and systems. The 4-H program in South Carolina offers youth the opportunity to develop knowledge and skills in science, engineering, and technology.

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

Youth and adults engaged in the engineering design process of renewable wind energy technology through a program made available through a partnership with Orangeburg and Calhoun 4-H, Orangeburg-Calhoun Technical School and Lake Marion High School Technology Center. In this three-part experiment, teams of youth designed and built their own wind turbines. Youth discussed energy consumption and ways to reduce dependence on traditional energy sources.

###### **Results**

Teachers noted that students increased their enthusiasm for hands-on science projects and their curiosity in other educational opportunities. As a result of the program, 88% of the participants stated they learned a new scientific concept.

#### 4. Associated Knowledge Areas

**KA Code**    **Knowledge Area**  
806           Youth Development

**Outcome #6**

**1. Outcome Measures**

Number of youth gain knowledge in nutrition and fitness

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	15972

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

**Issue (Who cares and Why)**

Gaining knowledge in nutrition and fitness can help youth make decisions that will positively affect their lifestyles as they mature into adulthood.

**What has been done**

Some 1081 Nutrition, Fitness, and Safety programs were conducted reaching 15972 youth. Youth participated in programs such as Kids in the Kitchen, Healthy Lifestyles, Think Your Drink, 4-H Zest Quest; Back to School Bash Health Fair and 4-H Health Rocks. A Global Food Web Train the Trainer Program was coordinated with Pickens County Career Center's Ag Special Projects Class. The students will then go on to teach the program to elementary and middle school students.

**Results**

Ninety-four percent of the youth participating in 4-H nutrition and fitness programs reported that they gained knowledge and 74% stated they planned to implement the knowledge gained into their daily lives.

**4. Associated Knowledge Areas**

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

## **Outcome #7**

### **1. Outcome Measures**

Number of youth who gain knowledge in natural resources and shooting sports

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	3223

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

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

Many youth either participate in hunting or have family members who hunt and, therefore, have access to guns. Many youth do not have any formal training in the safe use and handling of firearms. Although rare, accidents with firearms do occur, and often are the result of improper handling of firearms. Exposing youth to firearms and teaching both adults and youth the proper way to safely handle firearms can reduce the risk of accidents.

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

Some 172 programs were conducted reaching over 3,274 persons. Youth participated in hunting safety programs, natural resource clubs, Jr. Naturalists and Fisheries, Food and Cover Establishment for wildlife programs.

#### **Results**

Ninety-eight percent of the youth participating in natural resource and shooting sports programs gained knowledge. Youth demonstrated wise decision-making skills and self-confidence. They demonstrated caring of their environment and established food plots to benefit small game and other wildlife species. They demonstrated proper shotgun handling.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **Outcome #8**

### **1. Outcome Measures**

Number of youth who develop and improve communication skills through speaking and debating

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	1849

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

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

Youth need opportunities to develop assets such as good communication skills, organizational abilities, reasoning skills, and self-confidence. They have opportunities for such development through participating in the Communication and Expressive Arts projects.

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

Fifteen programs were conducted reaching 1849 youth. Youth gave presentations and demonstrations during club and county level contests and gave speeches at community organizations promoting 4-H.

#### **Results**

Youth successfully prepared and gave presentations. They demonstrated good communication skills, organizational abilities, reasoning skills, and self-confidence. Youth researched various topics and presented information.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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**

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

### **Evaluation Results**

Based on evaluations conducted at the end of programs/activities, participants indicated a willingness to adopt Basic Life Skills principles and to become leaders in their communities among their peers. Survey Monkey evaluation tool was used to collect evaluation data.

As a result of the classroom roles and partnership of rural pre-service and in-service teachers research, a center was developed and designed to enhance highly qualified teachers along the I-95 Corridor schools in South Carolina. The center focused on the development and modeling of state-of-the-art strategies as well as serving as a catalyst for changing pre- and in-service teachers' practices in the education of rural students in low-achieving schools. Additionally, the center's activities directly support one existing educational program and outreach activities through 1890 extension services and schools in the communities. The center demonstrated clearly defined benefits to community rural low-achieving students and their families. For example, the center designed activities were consistent with ongoing related current trends to in-service teachers' development activities; created community action research and professional development activities that empowered teachers to change from complainers to a collaborative community of problem solvers in the rural I-95 schools; demonstrated a sustained integration of appropriate usage of evidence-based techniques into both the teaching as well as in the learning activities for teachers and their student in the area schools; designed continuous professional development opportunities of practicing K-12 teachers was provided related to enhance their quality of teaching and to increase rural students' achievement in the area schools; and assisted future, new, and experienced teachers with deeper understanding of academic content in educating rural students in low-achieving schools using Community Professional Development Action Research strategies. Results of the research were published in a bulletin for dissemination.

Through all the innovated training, activities, professional development, discussions and collaboration, the project teachers reached the goal of academic success and were recognized by board of trustee of the Orangeburg Consolidated School District 5.

### **Key Items of Evaluation**