

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

**Program # 4**

**1. Name of the Planned Program**

Climate Change - 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		20%		0%
802	Human Development and Family Well-Being		40%		0%
806	Youth Development		40%		0%
	<b>Total</b>		100%		0%

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

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

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	0.0	7.0	0.0	0.0
Actual Paid Professional	0.0	11.0	0.0	0.0
Actual Volunteer	0.0	150.0	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
0	780677	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
0	367848	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**

**Educational Outreach**

To meet the needs of a non-traditional 4-H audience, Prairie View A & M Cooperative Extension involved youth in day camps, community garden demonstrations, science experiments, presentations at fairs, and an annual pre-college conference called the Career Awareness & Youth Leadership Laboratory in 34 Texas counties.

**Non-formal Education Series**

Youth participated in school enrichment activities and 4-H clubs that took place during the school day, after school, and in other community settings to develop life, leadership, and livelihood skills in science, healthy living, and citizenship. Youth were exposed to sequential, curriculum-based experiential learning for a minimum of six hours during in school enrichment and completed a program evaluation to determine outcomes. Extension agents-CEP organized youth in 65 4-H clubs that met a minimum of six times in 17 Texas counties.

**Training**

Youth received workforce preparation and competition coaching which provided them opportunities to practice learning, demonstrate mastery, and apply life skills in science, healthy living, and citizenship.

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

Limited-resource youth, ages 5 thru 19, were targeted for this program. Special recruitment efforts were marketed to parents, adults and other agencies for support and collaboration to meet expected goals.

**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>	1650	75219	15550	75219

**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**

<b>2012</b>	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Actual</b>	1	0	1

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

**Output Target**

**Output #1**

**Output Measure**

- Developing Science, Engineering, and Technology Skills Reducing Childhood Obesity Through Healthy Lifestyle Program Developing Life Skills Preparing Youth for an Employable Future

<b>Year</b>	<b>Actual</b>
2012	5650

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

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

O. No.	OUTCOME NAME
1	Youth Involved: 4-H Clubs, School Enrichment, Special Interest Groups, Day Camps: Developing Science, Engineering and Technology Skills
2	Youth Involved: 4-H Clubs, School Enrichment, Special Interest and Day Camps: Reducing Childhood Obesity Through healthy Lifestyles Program
3	Youth Involved: 4-H Clubs, School Enrichment, Special Interest and Day Camps: Developing Life Skills

## **Outcome #1**

### **1. Outcome Measures**

Youth Involved: 4-H Clubs, School Enrichment, Special Interest Groups, Day Camps: Developing Science, Engineering and Technology Skills

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

- 1890 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	12010

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

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

Engagement of minorities and limited-resource individuals, in Science, Technology, Engineering, Agriculture, and Math (STEAM) careers is critical to the nations' success and sustainability. Employment trends in the 21st century are in STEM careers and green jobs as indicated by the Workforce Investment Act. Findings from the first report of the STEM Workforce Data Project confirm that there have persistently not been enough people to fill these positions in the United States, called the skill gap or broken worker pipeline. Youth, particularly those who are minority and/or in limited-resourced communities, have not been adequately exposed and equipped to fill that gap even though research indicates they have interest equal to their non-minority counterparts. The under representation of these audiences in STEM careers is creating a national crisis that will eventually have a crippling effect on the Texas economy. Texas leads the nation cattle and goat production, aeronautics, defense, healthcare, energy or oil, and computer technology.

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

The Cooperative Extension Program provides youth with opportunities for early exposure, skill development, and practical application or mastery in science and related fields. To strengthen the scientific workforce and agricultural leadership in Texas numbers of minority and limited-resource youth were engaged in the core areas of science. These include animal science, agriculture, applied mathematics, consumer science, engineering, environmental science, natural resources, life science, and technology through outreach, non-formal education series, and training. Outreach activities included agriculture field days, National Science Day experiments, and STEM career awareness camp. Youth received enrichment and/or completed projects in programs such as Egg to Chick, Photo Essentials, Newbie Know How, Robotics, and Junior Master Gardener. Limited resources youth also received workforce preparation through a partnership with Texas School of Business in soft-skills and competition coaching in food challenges as well as county and state livestock shows.

### Results

In Harris County, workforce preparation training in essential soft-skills resulted in 192 students (64%) of the 299 students being employed as dental technicians and medical assistants according to the Texas School of Business. Additionally, Harris County respondents completed a pre and post survey which indicated the largest gains or greatest variance which involved increases in the ability to find jobs through networking, improved conflict management work, and have a positive working relationships with co-workers.

In Fort Bend County and Tarrant counties, the Photo Essentials program improved technology skills and exposed youth to identified career options in the photography field-which is projected to grow by 13% according to the May 2012 Bureau of Labors Job Report. By the end of the program, more than half of the participants could name opportunities in the photography field and would consider pursuing a career in it or entrepreneurship. Fifty percent of participants are interested in learning more about careers in photojournalism, while 20% are considering a career in it after participating in camp. At least 81% of respondents indicated that they were more confident and 96% made better scientific decisions.

## 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #2

#### 1. Outcome Measures

Youth Involved: 4-H Clubs, School Enrichment, Special Interest and Day Camps: Reducing Childhood Obesity Through healthy Lifestyles Program

#### 2. Associated Institution Types

- 1890 Extension

#### 3a. Outcome Type:

Change in Action Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2012	605

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

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

According to Feeding America, data from 2011 indicate that Texas, at 18.5%, is among the top three food insecure states in the nation. Twenty-two percent of Texas children under age eighteen are food insecure the highest rate of any state in the country. Low income families often

make major changes to their food selections to respond to cost constraints, opting for less expensive foods that may not meet a child's nutritional needs. Experts continue to promote healthy diets and lifestyles including exercise, reduced-fat diets, and increased consumption of fruits and vegetables as an important factor in maintaining long-term human health. Unfortunately, research indicates that a high percentage of youth do not eat healthy diets or exercise regularly, which has resulted in increased childhood obesity. This issue is critically important to improving the health and well-being of the children of Texas. Researchers believe the childhood obesity epidemic will lower life expectancy within a generation. Today's obese children are poised to triple Texas current adult obesity rate by 2040, and obesity-related expenses are expected to skyrocket accordingly.

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

The Prairie View A&M Cooperative Extension Program has promoted healthy living in outreach activities, non-formal education series, and training. County staff in Fort Bend, Waller and Harris counties conducted outreach activities sponsored by a National 4-H Council grant in partnership with United Health Care that included family fun days, nutrition camps and other community and school-based events for underserved families and youth that focused on good nutrition, food safety, food choices, reading food labels, the proper use of kitchen tools, budgeting, fitness and exercise. A Kids N the Kitchen Camp and STEM career awareness camp were held at Prairie View A&M University, both featured a 4-H Food Challenge where youth teamed up to create nutritious dishes. Other events included Breakfast with Heroes and a Back-to-School Kick Off. Youth formed clubs to establish and maintain school gardens and participated in Junior Master Gardener programs as school enrichment activities. Thirty youth across the state were trained to be healthy living ambassadors in their communities and others were coached for a food challenge competition where they placed first in their district in Fort Bend County.

#### **Results**

In Travis County, 94% of participants responded that they plan to take action or make changes based on the information from this activity. The Eat 4-Health Project enabled young people and their families to make better decisions and choices about serving sizes, nutritional value of food, and food preparation costs. During STEM career awareness camp, newly trained youth ambassadors reported intent to increase physical activity levels and intent to use safe food practices (83.9%). Eighty-one percent plan to make healthier food choices. In the Food & Nutrition track, 97% committed to becoming more physically active.

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

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

#### **Outcome #3**

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

Youth Involved: 4-H Clubs, School Enrichment, Special Interest and Day Camps: Developing Life Skills

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

- 1890 Extension

### 3a. Outcome Type:

Change in Action Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2012	4086

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Life skills have been identified as a key resource for positive, productive development of youth because it addresses what they must have to function well in society as they find it. In The Jacobs Foundation Guideline on Monitoring and Evaluating Life Skills for Youth Development (2011), life skills are a set of core adaptive and positive attitudes, knowledge, and behaviors that enable young people to navigate the societal challenges encountered in everyday living and deal adequately with developmental tasks. According to UNICEF (2002), they can be applied to actions directed to self, other people, or the local environment. So they are important for helping youth shape the world and not just cope with it. They empower youth to take steps that promote positive social relationships and contribute to society. The core areas of life skills are social and interpersonal skills, cognitive skills, emotional coping skills, life leadership skills, technical skills, livelihood skills, civic engagement, and service.

#### What has been done

The Cooperative Extension Program has promoted the development of life skills with limited-resource youth in Texas through outreach, educational series, and training. Outreach has included the STEM career awareness and leadership camp where 30 youth ambassadors were trained and facilitated a youth summit. Enrichment and club activities include Take A Stand (anti-bullying), YEA 4-H Recreation and Games, Outdoor Explorers supported the development of conflict management, communication, etiquette, character, and leadership skills. Keys to the Courthouse prepared youth for civic engagement while preparing them for social studies standardized tests. In addition, clubs have participated in community service during One Day 4-H events across the state. Seven limited-resource youth were also given the opportunity to attend intensive, experiential leadership training as sponsored delegates to Texas 4-H Congress, National 4-H Congress, and National 4-H Conference.

#### Results

Take a Stand was conducted in Tarrant, Waller, Fort Bend, and Harris Counties. In Tarrant County 69% to 78% of respondents indicated that they could accept and understand the consequences of violence, practice good manners, were a good team member, are able to work with others to make decisions. In Harris County (N=91), 79% could recognize signs of anger in themselves and control it, 73% could be a good team member, and 72% could accept/understand the consequences of violence and practice good manner after completing the program. In Waller County, 87% of the youth stated they have bullied someone verbally or physically in their lives. Twenty-three percent of the youth that attended the class were currently victimized by others through bullying, showed remorse and planned to stop bullying because they are taking

responsibility for their actions and understand the harm they cause others. Teachers saw a dramatic change in some of the student's attitudes and were very excited about the behavioral changes. They also noted a decrease in visits to the principals office by participants of the program. Teachers explained they wanted to continue this program and would like to see all grade levels throughout the school district involved.

In Waller County the Outdoor Explorers program was conducted in collaboration with Texas Parks & Wildlife. Post evaluation data was collected from a sample group, representing 37 of the 156 participants. Nearly 80% report gaining leadership skills and would recommend the program to others.

Fort Bend County facilitated the Keys to the Courthouse series in local schools. One hundred forty-one respondents reported the following change in behavior: Eighty three percent make better leadership decisions. Many have become, or will become, a stronger influence to others in educating them on the roles of county government (65%) or an advocate on issues affecting my county and the citizens of the county (62%).

For youth participants at STEM and leadership camp, more than 75% of them are able to apply life leadership skills in and outside of the 4-H context. While nearly 60% intend to serve as an ambassador in their county.

#### **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**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (social environmental changes)

##### **Brief Explanation**

The foundation of 4-H programming is the volunteer base. The volunteer enrollment, youth protection, and chartering process all went through dramatic changes this year.

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

##### **Evaluation Results**

Satisfaction with the Essential Elements of 4-H Youth Development

Engagement in Learning- 100% of the 24 respondents in Photo Essentials indicated that they agree or strongly agree that they get to take their own photos; 91% care how their photos look; 83% are more confident ; 82 to 84% of respondents indicated that the activities were fun and easy to understand (Tarrant). 81% were more confident; 93% care about how their photos look (Fort Bend). 100% of participants responded that they would recommend this particular activity to others (Travis County).

Opportunity for Self-Determination- 82% of the 24 respondents in Photo Essentials indicated that they got to choose what to photograph (Tarrant).

Opportunities for mastery- Five youth showed livestock, placed, and made auction at the county fair. Soil judging team wins district contest and had high points individually. Six youth competed in the State Shooting Sports Postal Leagues; Waller County Sharpshooters 4-H Club competed in the Bay City Shoot with 6 youth contestants placing in all categories; 19 youth from Waller County Sharpshooters 4-H Club compete in the State Shoot in San Antonio. At this competition, the youth brought home over 17 medals (high point in the individual archery competition, four members made the Texas state team, two won the national shooting sports contest in Nebraska, two members will compete in the national contest summer 2013 (Waller). Youth win County Junior Food Challenge. Opportunities for Mastery- 4-Hers placed 5th in County Horse Judging contest (Fort Bend).

Opportunities for service- Youth Advisory Committee facilitate "Thanksgiving for Needy Families" donated non-perishable items to 200 needy families at Jones Elementary (Waller County). Opportunities for service learning-Assisted with back to school hands out and served 275 needy children between Atlanta and Queen City, TX (Cass County).

Future Orientation-93.75% of participants responded that they anticipate benefiting economically as a direct result of what they learned from this activity (Travis County).

## **Key Items of Evaluation**

Items of evaluation included indicators of the participant's satisfaction/experience of the Eight Essential Elements of 4-H Youth Development: caring adults, safe physical and emotional environment, future orientation, self-determination, service learning, opportunities for mastery, engagement in learning, and inclusive environment.