

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

**Program # 16**

**1. Name of the Planned Program**

Youth Development

Reporting on this Program

**V(B). Program Knowledge Area(s)**

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%	100%	0%	0%
	<b>Total</b>	100%	100%	0%	0%

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	84.2	2.0	0.0	0.0
Actual Paid Professional	105.1	1.5	0.0	0.0
Actual Volunteer	14650.0	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
2186219	234712	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
3093216	157572	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
9180191	0	0	0

**V(D). Planned Program (Activity)**

1. Brief description of the Activity

Activities include leadership, civic engagement, 4-H camping programs (overnight and day), 4-H after-school programs, 4-H in-school programs, 4-H school enrichment programs, 4-H clubs (community and military), 4-H special interest programs, 4-H Cloverbud groups, district 4-H trainings, local



2012 15970

**Output #2**

**Output Measure**

- Number of fact sheets, publications and curricula on youth development.

<b>Year</b>	<b>Actual</b>
2012	2472

**Output #3**

**Output Measure**

- Number of members enrolled in-school, after-school, community clubs, special interest activities, 4-H military programs, and camps.

<b>Year</b>	<b>Actual</b>
2012	212931

**Output #4**

**Output Measure**

- Number of youth engaged in leadership development education.

<b>Year</b>	<b>Actual</b>
2012	31088

**Output #5**

**Output Measure**

- Number of clubs where youth are involved in structured after school programming.

<b>Year</b>	<b>Actual</b>
2012	53

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

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

O. No.	OUTCOME NAME
1	4-H Camping - Increase the number of 4-H youth, or parents of youth that report a positive change in responsibility and social development as a result of participation in a 4-H camp.
2	4-H Citizenship - Increase the number of 4-H youth participating as volunteers and through community service that demonstrate teamwork skills and community commitment.
3	4-H Animal Science - Increase the number of 4-H youth and adults participating in animal science programming that demonstrate increased knowledge of raising animals in a <u>responsible, ethical, and economically viable manner.</u>
4	4-H Communication and Expressive Arts - Increase the number of 4-H youth participating in communication and expressive arts programming that demonstrate increased self-efficacy in <u>public speaking, presentations, visual arts, and performing arts.</u>
5	4-H Foods, Nutrition and Health - Increase the number of 4-H youth participating in foods, nutrition, and health programs that demonstrate healthy living choices.
6	4-H Natural Resources and Environmental Education - Increase the number of 4-H youth participating in natural resources and environmental education programs that demonstrate <u>environmentally responsible behavior.</u>
7	4-H Plants, Soils and Entomology - Increase the number of 4-H youth participating in plant, soils, and entomology programming that learn the interconnectedness of organisms and their <u>environment.</u>
8	4-H Science, Engineering and Technology - Increase the number of 4-H youth that demonstrate sustained learning in science and technology programming.
9	4-H Careers and Consumer Education - Increase the number of 4-H youth that increase their awareness of potential career pathways through service learning programs and/or through the 4-H college fair.
10	4-H Careers and Consumer Education - Increase the number of 4-H youth that indicate increased knowledge/skills related to economic education and/or entrepreneurship.
11	4-H Leadership and Personal Development - Increase the number of 4-H youth that demonstrate leadership knowledge by participating in a leadership position on the club, <u>county, state, or national level.</u>
12	4-H Character Counts! - Increase the number of 4-H youth or parents of youth that indicate a positive change in behavior as a result of participating in 4-H Character Counts! <u>programming.</u>
13	4-H Adult Leaders - Increase the percent of adult 4-H volunteers participating in leadership and volunteer development trainings that indicate increased knowledge and skills in implementing 4-H programming as a result of participation.

## **Outcome #1**

### **1. Outcome Measures**

4-H Camping - Increase the number of 4-H youth, or parents of youth that report a positive change in responsibility and social development as a result of participation in a 4-H camp.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

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

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

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

Positive youth development focuses on building skills that youth need to be successful, contributing members of society. The Community Network for Youth Development identifies development of independence skills as an important step in youth learning to be productive, connected and to navigate the world. In an increasingly structured and supervised environment, youth need opportunities to practice independence skills including decision-making, problem solving and planning.

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

Independence is fostered through attending short term residential camping programs. Youth attending 4-H Junior camp develop independence by practicing decision making through daily programming activities, choosing schedules and making personal living choices. Problem-solving skills are enhanced through camp classes, living in a group environment and participating in group activities. Planning skills are addressed as youth work with teen and adult volunteers to develop activities, prepare team challenges and plan their day.

#### **Results**

Post camp surveys indicated that campers 9-13 report increasing their independence as a result of attending 4-H camp. 98% of youth surveyed reported increases in independence skills.

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

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

## **Outcome #2**

### **1. Outcome Measures**

4-H Citizenship - Increase the number of 4-H youth participating as volunteers and through community service that demonstrate teamwork skills and community commitment.

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

- 1862 Extension

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

Change in Action Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	57191

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

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

One way to meet the needs of the different demographics in Virginia is through the volunteer service of the 4-H clubs. Through community service, 4-H members and leaders are strengthening ties with each other as well as meeting new people and opening new doors of opportunity. Having the opportunity to learn more about our communities and the issues facing them is also important. Through local and state activities, youth are able to gain an appreciation for the diversity that makes our communities so unique.

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

Members of one club coordinated an effort to provide low-income families with free clothing and basic toiletries. Events like 4-H Day at the Capitol and Citizenship-Washington Focus provide members with the opportunity to get a closer look at our state and federal governments. As part of Teen and Adult Leader Training for camp, a workshop was developed to highlight the importance and the benefit of a diverse community. This helped teen leaders to be tolerant and appreciate diversity at camp and beyond.

#### **Results**

More than 15 clothing drives were held, distributing thousands of dollars worth of clothing to low-income families. Many of these clients were Spanish-speaking and could only communicate through their children. This gave 4-H members the opportunity to talk about 4-H while providing a much-needed service. 480 youth participated in 4-H Day at the Capitol, gaining a knowledge of our state government and learning about Virginia's history. Five 4-Hers represented Virginia at Citizenship-Washington Focus. They participated in government service projects and were able to build teamwork and leadership skills. 278 teen leaders were taught a diversity course at Teen Adult Leader Training for summer camp, recognizing diversity as different unique abilities that make up a thriving community.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #3

##### 1. Outcome Measures

4-H Animal Science - Increase the number of 4-H youth and adults participating in animal science programming that demonstrate increased knowledge of raising animals in a responsible, ethical, and economically viable manner.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	33423

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

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

Agriculture provides the basic necessities of food clothing and shelter. Although, less than two percent of our nation's population is directly involved in agriculture production, a healthy agriculture system is vital to everyone's daily life. The USDA "Know your Farmer, Know your Food" initiative focuses on the understanding of where our food comes from and how it gets to our plate.

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

4-H delivers agriculture education programs through a variety of methods. Through club work youth gain knowledge of technical subject matter, an understanding of agricultural issues, and become informed consumers. School enrichment programs are dedicated to growing knowledge of agriculture, the environment, natural resources and local food systems. Youth who participate in agriculture competitions like Stockman's and Judging gain a broad prospective of the agriculture industry and the career opportunities in the field.

###### **Results**

33,423 4-H youth are enrolled in Animal Science project work. 351 youth participated in agriculture knowledge contests (Hippology, Horse Judging, Livestock Judging, Stockman's and Poultry Judging). 117 third grade students gained a greater appreciation for local agriculture and natural resources through in school lessons and field days. The farm to school program, which brings products from local farms to the school lunch room helps reinforce the concepts taught in

classroom. Using agriculture theme books, 4-H members reached over 600 students and parents at a Primary School reading night.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #4

##### 1. Outcome Measures

4-H Communication and Expressive Arts - Increase the number of 4-H youth participating in communication and expressive arts programming that demonstrate increased self-efficacy in public speaking, presentations, visual arts, and performing arts.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	15420

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

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

The ability to express one's self in verbal and written form is a fundamental skill in youth development. Youth need to develop communication skills that are important for academic and professional success. Communication skills are ranked FIRST among a job candidate's must have skills and qualities, according to a 2010 survey conducted by the National Association of Colleges and Employers. Furthermore, Communication is one of the life skills listed on 4-H's Targeting Life Skills wheel.

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

4-H offers a number of creative ways for youth to learn and strengthen their communication skills. A partnership with fourth grade teachers provides students an opportunity to create and deliver a "How to" presentation all while achieving the SOL standard, 4.2. Youth are invited to participate in the 4-H Oral Communication contest which include areas such as presentations, public speaking, extemporaneous speaking, and radio spots. Share the Fun allows youth to use performance as a medium to build communication skills and self-esteem.

###### **Results**

Verbal Communication: 1458 youth participated in the 4-H Oral Communication Contest. Of the 4th grade students who were surveyed, 81% reported that they can organize the parts of a

presentation and deliver a 2-3 minute presentation. 76% reported that they have confidence to speak in front of a group.

Communication through Performance: 2400 youth participated in the Share the Fun talent contest.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #5

##### 1. Outcome Measures

4-H Foods, Nutrition and Health - Increase the number of 4-H youth participating in foods, nutrition, and health programs that demonstrate healthy living choices.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	94640

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

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

Healthy living has been at the core of 4-H and remains a foundation of our pledge. Although 4-H believes that healthy living habits of young people begin in the context of their families and communities, Virginia 4-H strives to equip youth with healthy living knowledge and skills that will prepare them physically, emotionally and socially to meet the challenges of the 21st century.

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

To meet the needs of Virginia's youth, the Virginia 4-H Healthy Living program addresses national issues including nutrition and physical fitness, substance abuse, safety, and social and emotional wellness. These issues are addressed through our Healthy Weights for Healthy Kids, Food Friends, Mighty Moves, and our social marketing campaign, Eat Smart Move More.

###### **Results**

Through grant funds provided by the WellPoint Foundation in support of our Healthy Weights for Healthy Kids, Food Friends and Mighty Moves programming efforts, we have provided training, teaching kits and support of 4-H and FCS agents resulting in the engagement of 3,364 youth in 2012 alone. Of these, 82% made positive changes in their food choices and increased their

physical activity. In total, through our healthy living programming efforts and curriculum offerings, Virginia 4-H had 94,640 or 49% of its youth membership enrolled in healthy lifestyle education, up 16% from 2011.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #6

##### 1. Outcome Measures

4-H Natural Resources and Environmental Education - Increase the number of 4-H youth participating in natural resources and environmental education programs that demonstrate environmentally responsible behavior.

##### 2. Associated Institution Types

- 1862 Extension
- 1890 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2012	19316

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

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

As technology becomes more integrated into everyday life, youth are becoming less active outdoors and spending more time with video games, computers, and cell phones. These youth are thus less knowledgeable of natural resources related information and how it affects their personal lives and the lives of those around them. The term "nature-deficit disorder" was coined by author Richard Louv in his book "Last Child in the Woods" to describe what happens to young people who become disconnected from their natural world.

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

The 4-H Natural Resources Weekend offered 38 hands-on workshops primarily conducted in outdoor settings that address topics related to natural resources such as wildlife and fisheries, forestry, soils, water quality, and outdoor recreation. Participants had the opportunity to be active outdoors while learning research-based facts about the environment. This two-day event involved 22 instructors who educated over 100 youth and adults about natural resources.

## Results

As a result of participation in the State 4-H Natural Resources Weekend, Survey respondents indicated 108 new skills or knowledge learned from participation in the weekend event such as the how to identify trees in winter, how falcons hunt, some insects are edible, how animals communicate, how to trap animals, and how to manage different trees. Participants described 4-H Natural Resources Weekend as "amazing, but too short"; "it was awesome"; "it teaches you the importance of nature and how you can help preserve it." Seventy-seven percent of evaluation respondents indicated that the Natural Resources Weekend changed the way they think about natural resources.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #7

#### 1. Outcome Measures

4-H Plants, Soils and Entomology - Increase the number of 4-H youth participating in plant, soils, and entomology programming that learn the interconnectedness of organisms and their environment.

#### 2. Associated Institution Types

- 1862 Extension

#### 3a. Outcome Type:

Change in Knowledge Outcome Measure

#### 3b. Quantitative Outcome

Year	Actual
2012	12235

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

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

Gardening projects can provide youth with skills that would help them lead healthier and more economically sustainable lifestyles as adults. In addition, through gardening and environmental horticulture education, youth can increase their knowledge about many science topics such as plant growth and reproduction, soils, insects, and water resources. As American students still fall short of other industrialized nations in science achievement, gardening programs can help enrich student learning in several areas of science studies.

##### What has been done

Hahn Horticulture Garden, Montgomery County 4-H and Montgomery County Master Gardeners offered the second county Junior Master Gardener (JMG) Certification Program in 2012. The goal

for these collaborating groups is to provide this program each year for students in grades 3 through 5.

**Results**

Participants completed 88 activities & 8 service projects across several gardening topics such as plant growth & development, soils & water & environmental horticulture. 14 youth enrolled in the class & 9 received JMG certification. At the conclusion of the program, parents were surveyed regarding their satisfaction if the program enhanced their child's affinity or appreciation for gardening and environmental sciences. All who responded stated that their child enjoyed the program. One parent said "My daughter's understanding of gardening and the environmental sciences was deepened and I'm thrilled that her love of science grew and is still evident at home and at school. The development of her own love and commitment to gardening grew and sharing that with friends in the group setting was fun for her."

**4. Associated Knowledge Areas**

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

**Outcome #8**

**1. Outcome Measures**

4-H Science, Engineering and Technology - Increase the number of 4-H youth that demonstrate sustained learning in science and technology programming.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	80981

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

**Issue (Who cares and Why)**

Kids? Tech University is an outreach program for 9-12 year old children and their guardians, focused on the STEM disciplines: Science, Technology, Engineering, and Mathematics. It is designed to address an increasingly serious problem we face as a nation: not enough students choose STEM careers to ensure that we have an adequately trained workforce for the challenges of the 21st century. The primary goal of the KTU program is to introduce children and their parents to the STEM disciplines and their applications.

### **What has been done**

KTU provides an authentic university experience, complete with interactive sessions by scientists, hands-on activities, on-line projects, and teacher training sessions. Although students are actively engaged in learning STEM content, they are not tested on their knowledge or retention of that content. The the stated goal of KTU is to foster and promote engagement with the STEM fields, and to introduce students to the careers, research, and the applicability of the STEM fields.

### **Results**

Open-ended questions to both parents and children provided supporting evidence that children integrated concepts learned into science fair projects and homework. An unexpected outcome voiced by a parent: "My daughter Rachel, thoroughly enjoyed Saturday's activities. On the drive home, she was explaining to me all about animal's stripes and spots and why they occurred in the patterns that they did. I was actually amazed at all the information she retained from the lecture and also at her ability to convey that information to me. I watched the lecture myself, so we were able to discuss it together. She also informed me that she liked mathematics more now and that math is related to a lot of things in life. I don't think she realized this fact until Saturday. All I can say is wow and thank you!!"

## **4. Associated Knowledge Areas**

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

### **Outcome #9**

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

4-H Careers and Consumer Education - Increase the number of 4-H youth that increase their awareness of potential career pathways through service learning programs and/or through the 4-H college fair.

Not Reporting on this Outcome Measure

### **Outcome #10**

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

4-H Careers and Consumer Education - Increase the number of 4-H youth that indicate increased knowledge/skills related to economic education and/or entrepreneurship.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2012	354

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Career and entrepreneurship education is needed especially to those that are labeled disadvantaged and under-served youth this is an important step towards guiding them in becoming an independent, self-efficient, and contributing member of society in a world of challenges. As this global job climate faces profound uncertainties, more youth are getting in trouble more and is not involved in any positive programs to enhance their job and social skills.

#### What has been done

The Career and Entrepreneurship Club combats behavioral and educational issues and inspires and motivate youth in the right direction. This program starts with the basics of what a career or job is, what steps are needed to get, find, and keep employment, how to properly complete job applications, how to dress successfully for job interviews, how to develop public speaking and presentation skills needed when trying to find employment, and how to maintain employment after receiving a job.

#### Results

145 students have participated in the Career and Entrepreneurship program in the highlighted county. Youth received 4-H participation certificates after completing the program in May 2012. Also several youth have completed their G.E.D. program and have entered the Armed Forces and training programs as a source of employment.

### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

### Outcome #11

#### 1. Outcome Measures

4-H Leadership and Personal Development - Increase the number of 4-H youth that demonstrate leadership knowledge by participating in a leadership position on the club, county, state, or national level.

#### 2. Associated Institution Types

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	31088

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

**Issue (Who cares and Why)**

Research shows that youth who serve as leaders learn and practice decision making, conflict management, responsibility, and other life skills. 4-H teens serve as leaders for other youth at unit, district, and state 4-H events. However, many of these teens lack the leadership skills necessary to lead others and may not provide a positive environment for youth development.

**What has been done**

provided leadership training for teens 13-19 years of age  
Virginia 4-H provided leadership training for teens 13-19 years of age through officer training, camp counselor training, 7 Habits of Highly Effective Teens, State 4-H Cabinet, 4-H Teen Board and/or leadership projects to build leadership skills. As a result, 31088 youth participated in leadership and personal development projects.

**Results**

Of thoes teens surveyed, 95% of teens reported positive attitude change in responsibility, decision making, conflict management, or problem solving. 95% of teens reported gaining knowledge of the importance of accepting differences of others. Additionally, 89% of teens indicated improvement in critical thinking and teamwork as a result of participation in leadership training. Furthermore 95% of parents observed an increased willingness of teens accepting leadership roles and improved leadership skills in parliamentary procedure, responsibility, and teamwork as a result of participation in leadership training.

**4. Associated Knowledge Areas**

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

**Outcome #12**

**1. Outcome Measures**

4-H Character Counts! - Increase the number of 4-H youth or parents of youth that indicate a positive change in behavior as a result of participating in 4-H Character Counts! programming.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	14340

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

**Issue (Who cares and Why)**

The 2012 Report Card on the Ethics of American Youth, suggests that a robust recovery is underway. The survey of 23,000 high school students, conducted by the Josephson Institute of Ethics every two years, reveals that for the first time in a decade students are cheating, lying and stealing less than in previous years. Even though this is a small ray of hope, it is pertinent that we continue implementation and delivery of a character education program for fostering youth's overall sense of well-being and positive development.

**What has been done**

The Virginia 4-H Character Counts! program helps youth sort right from wrong and encourages them to use universally accepted values to strengthen their character. The national program, developed by the Josephson Institute of Ethics, teaches trustworthiness, respect, responsibility, fairness, caring and citizenship as the six pillars of character. Age appropriate games, role playing, discussion, reflections, and real world examples make these character values understandable.

**Results**

The Virginia 4-H Character Counts! program reached 14,340 youth ages 5-19, through after-school programs, day and overnight camping, 4-H clubs, and special interest programs. Through these efforts each child received a minimum of six hours of Character Counts! programming. In addition, two statewide Character Counts! trainings were conducted in which 38 professionals were trained. Evaluation results indicated that out of a scale of one to five, one being little/none and five being complete, 94% of participants ranked their understanding of the six pillars as a four or higher. Eighty-seven percent ranked their preparedness of implementing Character Counts! as a four or higher and 100% of participants ranked the trainers as either informative and effective or very informative and effective.

**4. Associated Knowledge Areas**

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

## **Outcome #13**

### **1. Outcome Measures**

4-H Adult Leaders - Increase the percent of adult 4-H volunteers participating in leadership and volunteer development trainings that indicate increased knowledge and skills in implementing 4-H programming as a result of participation.

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2012	12935

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

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

The bi-annual conferences held by the Virginia Association of Adult 4-H Volunteer Leaders fulfills many tasks. It is a recruitment tool to attract potential volunteers. It serves as a place to continue the training of current volunteers and agents and it is a time to reconnect to the purpose of volunteering with 4-H. Importantly, it increases the morale and enthusiasm of the volunteers and agents that participate.

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

A committee of agents and volunteers from the hosting Southwest District met and organized a two day fall conference for 4-H volunteers from across the state of Virginia. Sixteen workshops and three guest speakers were scheduled for volunteers and agents to attend. Scholarships were made available through Monsanto sponsorship to enable and encourage volunteer and agent participation. The theme was centered around "The Volunteer Effect", a play off of the popular "Hokie Effect".

#### **Results**

At the conference seventy-seven attendees from across Virginia increased their knowledge and skills by attending the workshops (16 workshops offered) and listening to guest speakers. Through workshops such as "4-H Accounts" and "4-H All Stars", volunteer and agent participants increased their knowledge of program basics. Workshops such as Weaving, 4-H Science Videos, Teen Opportunities, Mocktails, Officer Duties, Geo-Treasures, DNA Extraction, Junior Master Gardener Program, IFYE Program, Shooting Education Overview, and Using iPads gave volunteers information about new programs.

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

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

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Appropriations changes

**Brief Explanation**

External factors that affected outcomes in 2012 include:

Economy - As a reflection of the national economic downturn, Virginia families have lost jobs, home and have been displaced emotionally affected.

Appropriations Changes - Fortunately, we have been able to hire some new 4-H agents over the last year however, they are still in the process of being trained and still learning the system.

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

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}