

V(A). Planned Program (Summary)

Program # 2

1. Name of the Planned Program

4-H and 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
801	Individual and Family Resource Management	10%		0%	
802	Human Development and Family Well-Being	25%		0%	
806	Youth Development	65%		0%	
	Total	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	31.0	0.0	0.0	0.0
Actual Paid Professional	33.0	0.0	0.0	0.0
Actual Volunteer	12.0	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
508046	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
508046	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

Activities include volunteer training on the following topics: Ages and stages of youth; Risk Management; Youth Development Concepts; Non-profit Management/Coordination; Financial Management/IRS Issues; Project Training; Learning Styles; Club Maintenance; Recruitment and Retention.

Traditional 4-H will focus on project or leadership activities; teach and/or facilitate educational programs; recruitment of new members, training, camps, clinics, contests, media, and assessment.

Non-traditional 4-H activities will include: Cloverbuds (pre 4-H); After School Programs; School Enrichment; Youth Leadership; Marketing; and Camps.

2. Brief description of the target audience

The University of Wyoming College of Agriculture and Natural Resources is committed to reaching underrepresented groups and individuals and to implementing the objectives of equal opportunity regulations relative to the consideration and treatment of clientele for participation in Extension programs regardless of their race, national origin, gender, age, religion, or disability. 4-H Volunteers will be recruited from the following groups: Adults in the community, other agencies, civic groups, youth groups, and the general public.

Traditional 4-H youth audiences will target:

- Youth
- Volunteers
- Families
- Community.

The target audience for non-traditional 4-H will include: Underserved and high risk youth who do not participate in the traditional 4-H Youth program in Wyoming.

3. How was eXtension used?

eXtension is utilized as a resource for educators and clientele. The link to eXtension is prominently displayed on the UW Extension Web site home page. Additionally all Extension employees are made aware of professional development opportunities available through eXtension.

V(E). Planned Program (Outputs)

1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	4683	10000	25242	20000

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	0	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of youth enrolled in the traditional 4-H program. Target is number of youth enrolled in traditional 4-H club programs.

Year	Actual
2012	8932

Output #2

Output Measure

- Number of educational events, camps, training workshops, clinics implemented. Target is number of programs and events.

Year	Actual
2012	786

Output #3

Output Measure

- Number of volunteers enrolled as leaders in the 4-H program. Target is number of volunteers enrolled in the 4-H program.

Year	Actual
2012	2946

Output #4

Output Measure

- Number of volunteers participating in formal training programs. Target is number of volunteers participating in training programs.

Year	Actual
2012	3261

Output #5

Output Measure

- Number of non-traditional programs established. Target is number of non-traditional programs.

Year	Actual
2012	524

Output #6

Output Measure

- Number of youth enrolled in non-traditional youth development programs. Target is number of youth enrolled in non-traditional programs.

Year	Actual
2012	9628

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Wyoming youth will acquire knowledge which builds life skills including critical thinking, public speaking, teamwork, self-discipline, responsibility, decision making, self-esteem, communication, and leadership. Target is number of youth reporting outcome.
2	Wyoming youth build assets and essential life skills to lead productive, responsible, and healthy lifestyles. Target is number of participants reporting outcome.
3	Non-traditional youth participating in programs serve in leadership roles, serve on governing bodies, act as mentors, and teach other youth. Target is number of participants reporting outcome.
4	Volunteers demonstrate knowledge of youth development principles. Target is number of participants reporting outcome.
5	Trained adult volunteers will demonstrate skills and abilities in which they are able to foster youth to become responsible adults. Target is number of participants reporting outcome.

Outcome #1

1. Outcome Measures

Wyoming youth will acquire knowledge which builds life skills including critical thinking, public speaking, teamwork, self-discipline, responsibility, decision making, self-esteem, communication, and leadership. Target is number of youth reporting outcome.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	16496

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute, 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible, contributing citizens.

What has been done

4-H youth educators conducted 786 educational activities including 4-H camps, Junior Leader programs, leadership retreats and special interest sessions, judging programs, training on public speaking and presentations and implemented Character Counts training statewide. In 2011 the issue of bullying was also addressed in two counties via in-school programs. Additionally UW Extension, with an over \$200,000 State Department grant led a group of 30 youth and five adults to Mongolia for a month to begin implementation of 4-H in that country.

Results

100 percent of youth participating in 4-H judging programs reported increased confidence and skills in decision making and communication. Junior leaders (youth age 13 - 18) reported through formal and informal evaluations increased awareness and skills in teamwork, decision making, self-discipline, leadership, communication, and responsibility. Youth participating in educational programs, camps, and other activities demonstrate increased knowledge and skills. Youth participating in the Mongolian 4-H implementation gained leadership skills and understanding of diverse cultures.

4. Associated Knowledge Areas

KA Code **Knowledge Area**
806 Youth Development

Outcome #2

1. Outcome Measures

Wyoming youth build assets and essential life skills to lead productive, responsible, and healthy lifestyles. Target is number of participants reporting outcome.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	5908

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible, contributing citizens.

What has been done

4-H educators work with youth ages 13 - 18 in junior leader programs which target development of assets. A variety of methods are used including training, camps, workshops, leadership retreats, and on-going monthly junior leader meetings. WYLE(Wyoming Youth Leadership Education program)curriculum,funded through the Daniels Fund, was held in all areas in the state with 2 to 3 day retreats for junior leader age youth. Focusing on developing assets in youth is an objective of all educational activities. Bullying has been addressed through programs in schools including peer mentoring. Military partnership programs have also been implemented providing leadership opportunities for youth. Mentoring programs have been implemented.

Results

Junior leader age youth (13 - 18) report through formal and informal evaluation increased skills, knowledge, and assets such as self esteem, communication, responsibility, and decision making. Wyoming Youth Leadership Education retreats had the following impact: daily evaluations as well

as a final overall evaluation were used to evaluate the overall impact of the program. The evaluations showed that 78 percent of youth said that their knowledge was improved or greatly improved by the True Colors assessment, 74 percent for learning styles, 89 percent for body language, and 94 percent for extreme leadership, 40 percent for youth in governance, 58 percent for business etiquette, 90 percent for senior sensitivity, 65 percent for Character Counts, and 90 percent for communication. Bullying program evaluation results indicated: 78 percent reported an increase in student awareness of what bullying is; 65 percent of students have an increased understanding of how to handle bullying situations. Mentor programs reported on average mentors and mentees spend between 4 - 12 hours per month together. 100 percent of parents express the postiveness of the mentor/mentee matches. All youth have shown an increase in self confidence since enrolled in the program. All youths outlook on life have improved and all have shown more postive changes and /or positive choices since enrolled in the program.

4. Associated Knowledge Areas

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

Outcome #3

1. Outcome Measures

Non-traditional youth participating in programs serve in leadership roles, serve on governing bodies, act as mentors, and teach other youth. Target is number of participants reporting outcome.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2781

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

In Wyoming there are an estimated 75,000 youth between the ages of 8 and 18 according to the U.S. Census Bureau. According to the Search Institute 'youth who have ten or fewer of the 40 external and internal assets are at high risk of developing at-risk behaviors'. All of the 40 external and internal assets are likely to be developed by youth involved in the 4-H program. Youth in the traditional 4-H program have the opportunity to expand their knowledge base, increase their life skills and develop leadership abilities in order to become responsible,

contributing citizens.

What has been done

4-H educators work with youth ages 13 - 18 in traditional and non-traditional junior leader programs which target development of assets. A variety of methods are used including training, camps, workshops, leadership retreats, and on-going monthly junior leader meetings. Non-traditional efforts include: mentoring programs through a partnership between National 4-H Council and the Office of Juvenile Justice Delinquency Prevention were implemented in addition to mentoring programs as part of anti-bullying initiatives which are structured to develop trusting relationships which offer guidance, support, and encouragement aimed at developing the competence and character of youth. Programs focusing on developing assets in youth is an objective of all educational activities. Bullying has been addressed through programs in schools including peer mentoring.

Results

- On Average mentors and mentees spend between 4 - 12 hours per month together.
- 100 percent of parents express the positiveness and success of the mentor/mentee matches.
- 100 percent of the parents report their children love doing activities with their mentor.
- Family participation nights continue to thrive.

Using a Likert scale both parent and mentor evaluations show: /

- all youth have shown an increase in self confidence since enrolled in the program.
- all youth's outlook on life has improved since enrolled in the program.
- all youth have shown more positive changes and or positive choices since enrolled in the program.

4. Associated Knowledge Areas

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

Outcome #4

1. Outcome Measures

Volunteers demonstrate knowledge of youth development principles. Target is number of participants reporting outcome.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2928

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Adult volunteers are the mainstay of the 4-H program. The success of the program depends on the knowledge and skills volunteer leaders have and can then pass on to the youth and parents in their clubs. Leaders can directly accomplish goals of the program for positive youth development of all participants. In the 2011-2012 program year in Wyoming there were 2928 leaders at all stages of experience and expertise. Area advisory meetings, 4-H councils, program assessments compiled over three years revealed the need for leadership training beyond the basics of 4-H.

What has been done

4-H educators and the State 4-H volunteer development specialist teamed to design and implement the Master 4-H Volunteer Training in 2012. Resources included curriculum and activities developed to provide hands-on, experiential learning opportunities for volunteers. The program consisted of 11 hours of intensive training. Wyoming leaders hosted and organized the Western 4-H Leaders Forum reaching over 200 volunteers. In addition, county youth educators conducted over 193 training sessions for volunteers, reaching over 3261 (includes duplicates) including parents of youth.

Results

100 percent of participants increased knowledge to increase capacity when working with youth as a result of training sessions.

Using a 5-point post retro pre evaluation - volunteer leads showed increased knowledge in the following areas:

23 percent increase in understanding of the 8-essential elements.

15 percent increase in the understanding of how contributions impact 4-H

15 percent increase in understanding how to help others succeed.

20 percent of the 4-H mentoring program

14 percent increase in understanding how Extension can support volunteers.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #5

1. Outcome Measures

Trained adult volunteers will demonstrate skills and abilities in which they are able to foster youth to become responsible adults. Target is number of participants reporting outcome.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2012	2928

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Adult volunteers are the mainstay of the 4-H program. The success of the program depends on the knowledge and skills volunteer leaders have and can then pass on to the youth and parents in their clubs. Leaders can directly accomplish goals of the program for positive youth development of all participants. In the 2011-2012 program year in Wyoming there were 2432 leaders at all stages of experience and expertise. Area advisory meetings, 4-H councils, program assessments compiled over three years revealed the need for leadership training beyond the basics of 4-H.

What has been done

4-H youth educators conducted 193 training activities including State 4-H Leaders Conference, project and general leader training. Objectives and goals of 4-H youth development principles are incorporated into all training sessions.

Results

Volunteers stated increased understanding of youth development principles which foster youth to become productive adults. Testimonials from 4-H leaders and youth indicate the positive influence adult volunteers have on the life of 4-H members.

4. Associated Knowledge Areas

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

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)
- Other (background of participants)

Brief Explanation

High staff turnover in the 4-H program also impacts continuity of youth development programs. Additionally funding support from county partners impacts the 4-H program.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Over one-third of youth development programs and volunteer training are evaluated through formal evaluations including end of session surveys, pre and post test, follow up, and observation. Testimonials from participants, teachers, and parents.

Youth age 13 - 18 participate in on-going year round junior leader programs. The following quotes are from informal evaluations:

"Junior leaders has helped me become more involved with my community and prepare me for future leadership roles." -18-year-old 4-H'er

"I now have better social skills, public speaking and increased my group interaction abilities from being a part of junior leaders." -17-year-old 4-H'er

"I have learned so many public speaking skills and enjoy 4-H so much I would like to become a 4-H educator." -14-year-old 4-H'er

"My son has more confidence in himself and able to make decisions after his first year involved in junior leaders." - Parent

"The youth involved in junior leaders for sure have more leadership and public speaking abilities." - FFA adviser

In 2012 the issue of bullying was addressed through peer mentor and teacher education training.

- 78 percent reported an increase in student awareness of what bullying is
- 65 percent of students have an increased understanding of how to handle bullying situations
- 100 percent of teachers indicated the mentor relationship was beneficial to students
- 27 percent indicated they would make changes in the classroom as a result of the program

Volunteers contribute significant volunteer time adding approximately \$1 million dollars to youth outreach efforts.

Key Items of Evaluation

Volunteers contribute significant volunteer time adding approximately \$1 million dollars to youth outreach efforts.

In 2012 the issue of bullying was addressed through peer mentor and teacher education training.

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- 65 percent of students have an increased understanding of how to handle bullying situations
- 100 percent of teachers indicated the mentor relationship was beneficial to students
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