

V(A). Planned Program (Summary)

Program # 10

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%		0%	
	Total	100%		0%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	90.0	0.0	0.3	0.0
Actual Paid Professional	107.7	0.0	0.0	0.0
Actual Volunteer	7700.0	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
2757254	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2757254	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
4151499	0	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The Louisiana 4-H Youth Development Program reaches 242,588 young people through hands-on educational programs in the mission mandates of Citizenship, Healthy Living and Science. Programs are

designed to promote positive youth development by supporting the four essential elements of belonging, independence, generosity and mastery.

Approximately 80% of these youth are reached through youth enrichment programs, camps, and afterschool programs while approximately 20% of youth are impacted by the 4-H Club program. These programming efforts are supported by over 7,700 youth and adult volunteers.

The focus for this year's 4-H youth development statewide evaluations was school gardens. The results of that study are described in the impact report below.

2. Brief description of the target audience

Louisiana 4-H Youth Development Program targets youth ages 9-19 as well as teen and adult volunteers residing in all 64 parishes.

3. How was eXtension used?

An eXtension Moodle platform was used for the following courses related to the Youth Development program in Louisiana. The number of students enrolled in each course and the number of course views are also provided.

- LA Camp Counselor Training - 254 students enrolled, 2828 views
- LA 4-H Going to Camp - 72 Students enrolled, 1266 views
- LA 4-H OMK Risk Management Training - 72 Students enrolled, 1739 views
- LA 4-H Risk Management Training - 321 students enrolled, 7393 views
- LA 4-H Youth Development and Volunteerism - 33 Students enrolled, 540 views
- LA 4-H Youth Development Programs - 29 students enrolled, 189 views
- LA 4-H Youth Energy Program - 7 students enrolled, 37 views
- National 4-H Headquarters Overnight Chaperone Training - 21 students enrolled, 464 views
- LSU AgCenter AgMagic - 16 students enrolled, 148 views

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	239399	619310	656970	1667852

2. Number of Patent Applications Submitted (Standard Research Output)

Patent Applications Submitted

Year: 2013

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	29	1	30

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Number of Web page views

Year	Actual
2013	2563484

Output #2

Output Measure

- Number of Web page visits

Year	Actual
2013	2085711

Output #3

Output Measure

- Number of youth participating in service projects

Year	Actual
2013	40000

Output #4

Output Measure

- Number of hours of service performed by youth

Year	Actual
2013	107045

Output #5

Output Measure

- Number of teens serving on state leadership boards

Year	Actual
2013	0

Output #6

Output Measure

- Number of current NIFA 4-H Programs of Distinction designations

Year	Actual
2013	5

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Youth develop and strengthen skills which promote healthy living.
2	Increased scientific and technology literacy among Louisiana youth through hands-on scientific learning and discovery.
3	Youth are engaged as contributing citizens within their community.
4	Adults and youth gain knowledge and skills associated with personal, organizational and community leadership.
5	Youth will practice caring and respectful behaviors which lead to positive relationships.
6	Through sustained engagement in school gardens, youth will recognize garden uses, increase feelings of competence, and apply science principles in growing a garden.

Outcome #1

1. Outcome Measures

Youth develop and strengthen skills which promote healthy living.

Not Reporting on this Outcome Measure

Outcome #2

1. Outcome Measures

Increased scientific and technology literacy among Louisiana youth through hands-on scientific learning and discovery.

Not Reporting on this Outcome Measure

Outcome #3

1. Outcome Measures

Youth are engaged as contributing citizens within their community.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Over the past few decades, there has been a growing awareness of the civic/political domain as a context for adolescent and youth development. Youth are more likely to be civically active as adults if they have had opportunities during adolescence to work collaboratively with peers and adults, engage in their communities and discuss current events. Youths' sense of social incorporation is a psychological factor that is positively related to youth assuming social responsibility for others in their communities and for taking civic actions (e.g., voting and volunteering) in young adulthood. Youth engagement in meaningful civic projects is positively associated with their psychosocial well-being and mental health.

What has been done

Over 40,000 4-H members participated in community service and service-learning projects. Twenty-five parishes reported on 38 4-H service-learning projects focused on hunger, health, disaster relief, elderly, animals, military, literacy and environmental issues. Louisiana 4-H members embraced distracted driving as their state service focus for this year. Distracted Driving service projects varied including educational workshops, simulations, awareness campaigns, and pledge drives. For the second year, parishes across the state participated in the State 4-H Day of Service held on Dec. 7, 2013.

Results

As a result of community service and service-learning efforts over 11,396 people were reached. The economic value of the 107,045 service hours was nearly \$2.4 million. In addition, as part of the service-learning projects, almost \$60,000 was raised.

The state 4-H service focus of distracted driving reached more than 34,000 people. About 20,000 4-H members and 13,000 adults promoted the importance of avoiding distracted driving and its potential deadly consequences. Parishes, local 4-H clubs and 4-H members logged more than 1,250 hours of service for that cause.

Parishes reported conducting 32 Day of Service Projects benefiting more than 84,450 people. In total, about 2,100 youth gave a total of 587 hours of volunteer time on those projects.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

Adults and youth gain knowledge and skills associated with personal, organizational and community leadership.

Not Reporting on this Outcome Measure

Outcome #5

1. Outcome Measures

Youth will practice caring and respectful behaviors which lead to positive relationships.

Not Reporting on this Outcome Measure

Outcome #6

1. Outcome Measures

Through sustained engagement in school gardens, youth will recognize garden uses, increase feelings of competence, and apply science principles in growing a garden.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Research from the fields of education and horticulture science indicates school gardens positively impact youth outcomes. A recent meta-analysis revealed the most common impacts of school gardens were on academic and social indicators (Williams & Dixon, 2013). Robust academic gains in science, math, and language arts were observed. Social impacts on areas like improved environmental attitudes, self-efficacy, and motivation were also demonstrated, though to a lesser degree. Additionally, school gardens build youths' skills in growing a garden and impact food accessibility both through the produce grown at the school and the opportunity to transfer learning to a home garden.

What has been done

The Louisiana 4-H Youth Development program, in cooperation with Extension horticulturists and Master Gardeners, provides support to school garden efforts through teacher training, youth programs, and grant funding for garden educational materials and supplies. An emphasis on the connection between garden activities and academic content has been a focus of the school gardens initiative. Teacher training has emphasized the integration of the experiential learning cycle into the traditional classroom setting, thus youth have experienced an integration of core academic content in a practical, real-world setting.

Results

A series of studies was conducted to determine how youth understand the term garden, what science principles are connected with youths' work in the garden, and their perceived competence in growing a garden. For the qualitative components, photographs, paragraphs and drawings were analyzed using thematic analysis tools. Results suggested that youth think about "garden" in terms of beauty, color, and longevity (i.e. how long it takes for a plant to grow from a seed to a large plant) and that they appreciate the value of the ecosystem (sun, soil, water) to the garden, recognized aspects of plant science by illustrating parts of the plant, illustrated an understanding

of garden organization through labeling and systematically laying out the garden, demonstrated knowledge of seasons in the garden, and comprehended that the garden was a social place through the representation of groups of people talking and working together. A retrospective survey of 292 youth in grades K-12 showed a statistically significant increase ($t_{291}=21.116$, $p<.001$) in youths' confidence in their ability to grow a garden. The greatest increase in confidence was in planning a garden with 18.3% (n=54) of youth indicating they were very sure they could plan a garden at pretest and 68.0% (n=198) of youth signifying surety at post-test.

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

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

Brief Explanation

V(I). Planned Program (Evaluation Studies)

Evaluation Results

See qualitative impact results section of this report.

Key Items of Evaluation