

V(A). Planned Program (Summary)

Program # 6

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
805	Community Institutions, Health, and Social Services	0%		14%	
806	Youth Development	100%		20%	
901	Program and Project Design, and Statistics	0%		20%	
903	Communication, Education, and Information Delivery	0%		46%	
	Total	100%		100%	

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	5.5	0.0	0.3	0.0
Actual Paid Professional	4.0	0.0	0.5	0.0
Actual Volunteer	0.0	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
300040	0	136646	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
300040	0	136646	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

An AES Hatch project extends research on the learning impacts of integrating science and agriculture in the secondary curriculum into middle schools. The Memorial Middle School Agricultural Extension and Education Center (MMSAEEC) also has a youth leadership development component arising from the students' involvement in experiential team learning activities, like working in research teams that must be assessed. Through their involvement in the Center, Memorial Middle School students are exposed in compelling ways to STEM careers, including those in agricultural and natural resources sciences, creating another needed area of assessment. Therefore, MMSAEEC's impacts on basic and agricultural and natural resource science learning; youth leadership life skills development; and STEM (including agriculture and natural resource) career interests within this unique population of youth is needed to determine whether this learning model is worthy of diffusion and adoption at other middle schools with similar demographics. The results will also be used to improve the model to further enhance the outcome variables of interest.

The statistical resources project has provided opportunities to attend conferences and training in most years. Training has included SAS Institute live web courses on multivariate statistical methods and statistical graphics with ODS, as well as attendance at short courses and conferences. In addition, the project has provided funds to purchase materials (books and manuals) that have been used for extensive self-study of several topics including mixed models, generalized linear mixed models (GLMMs) and resource selection by livestock and wildlife. As a consulting/collaborating statistician in ACES and the Agricultural Experiment Station (AES) having reference material readily available has been an invaluable resource.

The NM Beef Industries Initiative educational component developed a plan and program to address the fact that nationally, the average age in the ranching community continues to increase as more young people are opting to leave the ranch for other careers outside of production agriculture. As a result, the fabric of rural economies, as well as our ranching tradition and cultures, stand to be lost. In a rural state like New Mexico, these are significant implications. In effort to answer the call to this rising concern we developed the New Mexico Youth Ranch Management Camp, held in June 2011. Twenty-nine teens from family-owned New Mexico ranches, an enthusiastic group of instructors from New Mexico State University's Cooperative Extension Service, and the picturesque landscape of the Valles Caldera National Preserve in northern New Mexico created a unique event for the future ranch managers. During the week-long camp, participants were challenged 12 hours a day with a college-level curriculum of hands-on activities and lectures. "When you capture this much positive energy into a single event, great things happen," said Manny Encinias, New Mexico State University Extension beef cattle specialist and a member of the camp's organizing task force.

After attending a state 4-H leadership training conference, it was reported that 89.7% of attendees felt confident in replicating and delivering workshops for their counties and clubs, 65.9% of attendees reported elevated levels of confidence with concern to public speaking with 27% reporting the highest level of confidence, 92.5% of attendees reported a substantially elevated level of confidence in their ability to perform leadership responsibilities.

A major impact that both Agents have observed over the past nine years is an increase in leader's skills and abilities in planning/organizing, communication, teamwork, and confidence to provide leadership to their clubs and the activities in which the club conducts. Our clubs are providing more educational

programs, committing to more community service projects, and have stronger presence in their immediate communities than ever before. 95% of youth involved in 4-H project work reported increased knowledge in at least one project area, competitive event, real-life situation or career exploration opportunity due to 4-H programming.

The Home Economics Bowl Team placed 1st and won a trip to the National Competition. They were very excited, because they won this contest last year and were not able to compete because they were too young. The same team also placed third in Home Ec Skill-a-thon. The Entomology team placed 1st and the Horticulture Team placed 2nd.

2. Brief description of the target audience

Youth ages 5 to 19 are targeted to learn life, leadership and citizenship skills through: Project Work, Special Interest Groups, School Enrichment, Competitive Events, Fairs, Clinics, Workshops, Record Books, Camps, Community Service, Public Speaking, Elected/Appointed Offices, etc.

3. How was eXtension used?

eXtension was not used in this program

V(E). Planned Program (Outputs)

1. Standard output measures

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	0	0	0	0

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

Patent Applications Submitted

Year: 2013

Actual: {No Data Entered}

Patents listed

{No Data Entered}

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2013	Extension	Research	Total
Actual	2	1	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- The specific output measures will vary according to the specific project being monitored. The development of research procedures and technology, training of students, publishing research papers, and disseminating research results via educational workshops, conferences, and Extension media are important outputs for the various projects falling under this planned program. Numbers of students involved in 4-H programs also will be outputs.

Year	Actual
2013	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	# of Research publications
2	# of Extension publications
3	% volunteers trained
4	# of trained professionals

Outcome #1

1. Outcome Measures

of Research publications

2. Associated Institution Types

- 1862 Research

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #2

1. Outcome Measures

of Extension publications

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	1

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #3

1. Outcome Measures

% volunteers trained

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	3239

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

Outcome #4

1. Outcome Measures

of trained professionals

2. Associated Institution Types

- 1862 Extension
- 1862 Research

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

Year	Actual
2013	15

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

What has been done

Results

4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
903	Communication, Education, and Information Delivery

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

See above.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

The majority of adult program evaluations carried out by New Mexico Extension agents and specialists are pre-post and post-program knowledge gain instruments. The majority of youth (primarily 4-H club) program evaluations are demonstrations of knowledge gained and applied in teaching others, competitive events, and climbing 'youth career ladders'. Rarely, if at any time, does an agent or specialist report that participant knowledge attained/gained was less than satisfactory. One can only assume that knowledge gain survey questions are fairly worded, and that audience participation was not mandatory. The only exception to this is with Master Gardener and Integrated Pest Management qualification exams. But again, participation is initially by application and the desire to learn and apply what is learned.

Key Items of Evaluation

What is interesting to note is that most Extension faculty now use goal setting, program objectives, and evaluation instruments in their program plans (as opposed to 10 years ago, when there was a great degree of resistance). The next step in program evaluation is to assist Extension agents and specialists to develop precision evaluation instruments. On-going training, such as the Western Extension Cohort (Evaluation) Training (WECT), needs to be organizationally supported and participation needs to be encouraged by all Extension faculty.

Also, the American Evaluation Association has an Extension group section and should become a legitimate and heavily encouraged professional Extension association. The Association does more than any other organization to encourage evaluation 'best practices.'