

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

**Program # 7**

**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: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	100.6	2.0	0.0	0.0
Actual Paid Professional	87.5	1.3	0.0	0.0
Actual Volunteer	16659.0	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
2299232	369749	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
2407822	272411	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5848706	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

4-H trainings, home school education, online education and distance learning, and specialized trainings and workshops to qualify instructors and to educate trainers.

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

Youth between the ages of 5-19

**3. How was eXtension used?**

eXtension is used as a resource by agents and volunteers for training purposes and to answer questions (ask an expert). All Virginia 4-H Youth Development Specialists are listed as an expert in their respective specialty areas within eXtension. Thus, they regularly receive and answer questions from all across the United States on their specialty areas.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	159151	205254	762319	319509

**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
<b>Actual</b>	26	1	27

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

**Output Target**

**Output #1**

**Output Measure**

- Number of trainings, educational workshops, and on-line education sessions for VCE's targeted audiences

<b>Year</b>	<b>Actual</b>
2013	16603

**Output #2**

**Output Measure**

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

<b>Year</b>	<b>Actual</b>
2013	504113

**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>
2013	80188

**Output #4**

**Output Measure**

- Number of youth engaged in leadership development education.

<b>Year</b>	<b>Actual</b>
2013	22492

**Output #5**

**Output Measure**

- Number of youth involved in structured after school programming.

<b>Year</b>	<b>Actual</b>
2013	7851

**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 increased knowledge, skills, aspirations, and attitudes in STEM 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>
2013	14000

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

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

The goal of 4-H camping is to provide positive youth development experiences using hands-on learning in a safe setting facilitated by caring adults. Organized camping is a sustained experience that provides a creative, recreational, and educational opportunity in group living in the out-of-doors. In essence, 4-H camping is cooperative group living in a natural environment, which focuses on the individual's social, spiritual, mental, and physical development.

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

In 2013, the state of Virginia hosted 184 camps with over 14,000 participating at the 6 4-H Educational Centers as well as other locations across the Commonwealth. These numbers include Junior 4-H Camp, Teen Camps, Cloverbud Camps, and Specialty Camps (i.e. STEM, Shooting Education, Arts).

#### **Results**

Post camp surveys indicate that campers ages 9-13 report increasing their independence as a result of attending 4-H camp by 17%. The survey also indicated a 14% increase in youth working as a team, a 12% increase in youth taking responsibility for their actions, and finally a 15% increase in youth expressing their opinion with others.

Out of a total of 1,854 randomly surveyed 4-H Jr. Campers, 97 % indicated they would come back next year.

## **4. Associated Knowledge Areas**

**KA Code**    **Knowledge Area**  
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>
2013	52534

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

**Issue (Who cares and Why)**

A number of studies have documented the impact of international exchange programs on participants, host families, & the host institutions. Tritz & Martin (1997) suggested that exposure to a country, its people & culture, will have an impact on anyone who has studied abroad. As a result of the exposure, perceptions are changed, thoughts challenged, & most important, a worldly perspective is garnered.

**What has been done**

Through a wide variety of citizenship programs including the International Exchange programs, in school programs, cooperative programs with local government, 4-H Day at the Capitol as well as club service and citizenship projects, youth were given the opportunity to participate in a variety of citizenship and service projects as well as learn more about their local, state and federal government. Youth also engaged in learning experiences by hosting and interacting with foreign exchange students at a variety of 4-H events.

**Results**

In Virginia over 52,000 youth participated in citizenship projects. In one particular county, of the 500 youth participating in citizenship, 90% indicated that 4-H had increased their interest in civic involvement and 85% stated that they experienced a greater sense of empathy and understanding of other cultures.

**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.

Not Reporting on this Outcome Measure

**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.

Not Reporting on this Outcome Measure

**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 Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	91164

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

**Issue (Who cares and Why)**

The Centers for Disease Control (CDC) & Prevention report that 62% of adult Virginians & 17% of youth (2-19 years of age) are overweight or obese & at risk of chronic disease. Given the link between obesity & diabetes, it is expected that one in three children will be diagnosed with Type 2

Diabetes in their lifetime. Furthermore, according to the Campaign for Tobacco-Free Kids, 15% (66,100) of high school students reported that they currently use tobacco products & in one year alone, 15.2 million packs of cigarettes will be bought by Virginia's youth.

**What has been done**

Good nutrition, physical activity, & healthy lifestyle choices are critical to healthy weights, fitness levels, & avoidance of risky behaviors such as drug, alcohol, & tobacco usage among youth. VCE is well-positioned to help ensure that Virginians are fit to serve in all capacities & lower healthcare costs, given its mission, history, & existing partnerships. Through interdisciplinary programming efforts, Virginia 4-H delivers numerous healthy living programs to improve the overall health and quality of life of Virginia youth.

**Results**

Teen Cuisine was delivered to & evaluated by 73 teens. Based on post-tests, 80% indicated they drank less soda & 89% more water. 76% ate more fruits & vegetables, 69% more whole grains, 67% less junk food & less saturated fat. Each of the five Jr. Master Food Volunteer Teens reciprocated a minimum of 15 hours by supporting youth/adult partnerships through education & outreach efforts & reaching 42 youth through a 4-H Day Camp. Of the 3,769 youth who received a minimum of 10 hours of Health Rocks! programming, 95% increased their knowledge in identifying the signs, long-term effects & influence of drug use. 90% indicated changes in their beliefs & attitudes about drugs, alcohol, & healthy living & 85% increased their skills & confidence in resisting peer pressure & making healthy lifestyle choices.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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.

Not Reporting on this Outcome Measure

**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**

<b>Year</b>	<b>Actual</b>
2013	0

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

**Issue (Who cares and Why)**

**What has been done**

**Results**

**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 increased knowledge, skills, aspirations, and attitudes in STEM programming.

**2. Associated Institution Types**

- 1862 Extension
- 1890 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	92146

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

**Issue (Who cares and Why)**

A mere 5 percent of current us college graduates earn science, engineering, or technology degrees compared to 66% in Japan and 59% in China. Current scientists and engineers are retiring in record numbers.

To ensure global competitiveness, we must act now to prepare the next generation of science, engineering, & technology leaders.

**What has been done**

The 4-H Science, Engineering, & Technology initiative is our response to our nation's & state's concern for improving human capacity & workforce abilities in the areas of science, engineering, math & technology. It combines non-formal education with hands-on inquiry based learning in a youth development context, to increase the number of new scientist. Programs such as Kids' Tech University, Catfish in the Classroom, 4-H Intermediate Congress & the Future You Imagine help in forwarding a diverse group of students in that direction.

**Results**

Of the 872 youth surveyed participating in STEM programming: 92% of participants reported an improvement in their understanding of the importance of STEM. 95% of participants reported a greater appreciation of STEM in their everyday lives. 75% of participants reported an increase in their interest in STEM. Teachers and parents reported that the programming offered was beneficial to the youth & provided a variety of opportunities for students to be exposed to STEM in new ways. The teachers also reported that it helped the youth to meet the Virginia SOLs in Science, especially in regards to the Methods of Science which the 4-H Science Fair emphasizes.

**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.

Not Reporting on this Outcome Measure

### **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.

Not Reporting on this Outcome Measure

### **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.

Not Reporting on this Outcome Measure

### **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.

Not Reporting on this Outcome Measure

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

#### **External factors which affected outcomes**

- Economy
- Appropriations changes

#### **Brief Explanation**

External factors that affected outcomes in 2013 include:

Economy - As a reflection of the national economic downturn, Virginia families have lost jobs, homes 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**

#### Relevance

Positive youth development focuses on targeting life 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 communicating with each other.

#### Response

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. Communication 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 indicate that campers ages 9-13 report increasing their independence as a result of attending 4-H camp by 17%. The survey also indicated a 14% increase in youth working as a team, a 12% increase in youth taking responsibility for their actions, and finally a 15% increase in youth expressing their opinion with others.

### Key Items of Evaluation

Out of a total of 1,854 randomly surveyed 4-H Jr. Campers, 97% indicated they would come back next year.

#### What do the campers say?

- "...take responsibility for my actions" - 71%
- "...work as a team" - 68%
- "...make new friends" - 63%
- "...make decisions for myself" - 60%
- "...enjoy learning new skills" - 71%
- "...enjoy helping others" - 69%
- "...express my opinions with others" - 56%